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ABSTRACT

This set of publications, consisting of a student workbook and teacher's manual, is designed for use by adult learners registered in the intermediate level of the career planning course of the Ontario (Canada) Basic Skills program. The student workbook contains units on the following topics: introduction to career planning, self-assessment for employment, employment/education investigation, job search, employment retention, and financial and legal considerations. Each unit contains some or all of the following: background information, learning activities written in a variety of formats, checklists, hint sheets, glossary, and sample forms. Included in the teacher's guide are an overview of the course and separate sections for each of the six units. Each unit begins with a list of unit activities and lists of attitudes, knowledge, and skill objectives. Skills objectives are listed under the following categories: reading, speaking/listening/viewing, writing, interpersonal relations, computation, problem solving, computer, and hands on. Also included in each unit are the following: list of materials required for the classroom, notes to the teachers, suggested extended activities, and resource list. (MN)

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ED 383 826

Ontario Basic Skills

Career Planning

A Thematic Unit for Integrated Curriculum

Intermediate Level

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Ministry of Education
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Ontario Basic Skills

Career Planning

A Thematic Unit for Integrated Curriculum

Intermediate Level

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Ministry of Education
September, 1990

Message to Users

*This booklet has been designed for use by the adult learner registered in the **Ontario Basic Skills** program. This thematic unit is titled "Career Planning" and consists of:*

Introduction to Career Planning

Self-Assessment for Employment

Employment / Education Investigation

Job Search

Employment Retention

Financial and Legal Considerations

The student can work right in this booklet. It is recommended that the six components all be completed so that the goals and objectives of the thematic unit are met.

Extended activities are suggested in the Teacher's Manual. Further assistance and explanations are also provided for each level of the curriculum: Basic, Intermediate and Advanced. The included documents and resource lists will help both learners and teachers.

*The Thematic Unit Project Writing Team hopes that the student will achieve a higher level of personal satisfaction and success upon completion of this unit and others within the **Ontario Basic Skills** program.*

Ottawa, Ontario
June, 1990

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Introduction to Career Planning

Date begun_____

Date completed_____

Introduction to Career Planning

Our modern economy is driven by a rapidly changing, evolving technology. Thirty years ago the workplace was a stable, predictable place. Long term commitments could be made to jobs and it was not unusual for people to spend a lifetime working for the same company.

The work scene you face today is very different. Changes in technology affecting the very nature of the work to be done make it necessary for workers to have the skills to meet these demands. Workplace training is becoming an ongoing process, continuing throughout your work career.

What does this mean to you and your preparation for work? Research has shown that an individual can expect to move through an average of 5 different careers in a lifetime. This means that you can anticipate going through a job planning process not once but many times in your working career. The challenges of the modern workplace will utilize your best resources both as a worker and as a human being.

The **Career Planning Unit** will engage you in a process that will prepare you for some of the demands of the new job market. There are five parts. This unit begins with a section called **Self-Assessment for Employment**. It will give you an opportunity to look at all the skills, values and interests you bring with you to a job. It will also help you to assess what working conditions your prefer.

Employment and Education Investigation leads you through a series of activities that will help you investigate the opportunities for work and further training within your own community.

Job Search will enable you to practice the specific skills and prepare the materials that you require to actively job search. This section will include application and resume writing, as well as interviewing skills.

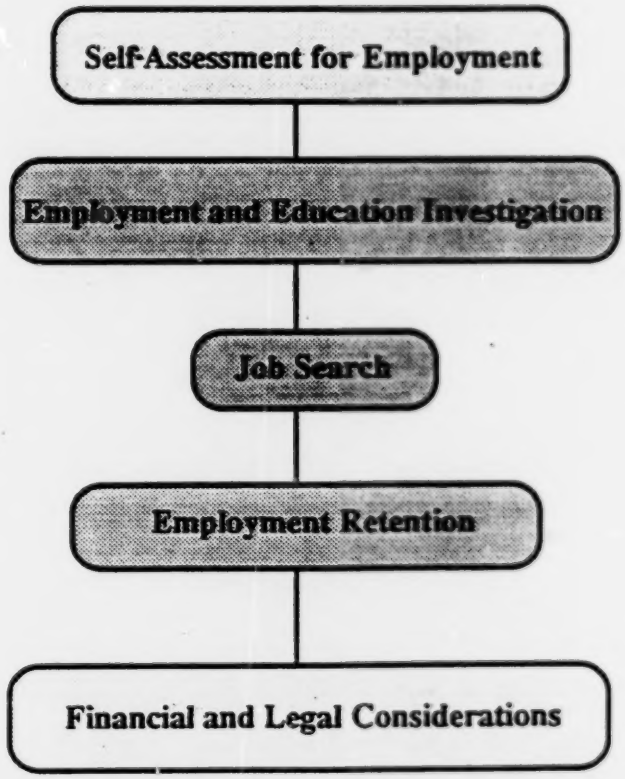
Keeping up to date with skill requirements in your job is becoming a major challenge today because of how quickly the workplace is changing. To keep your job, you will have to meet these changes. The section on **Employment Retention** focuses on these issues.

Finally, the section on **Financial and Legal Considerations** provides information and skills in understanding the financial issues related to employment. Legal issues such as human rights legislation are also looked at here.

This unit will not provide all the answers or guarantee you a job. It will however, introduce you to a process of inquiry which you can use to investigate your own career planning questions. You may write in this workbook, copy it and use the information any way you wish.

Good Luck!

Steps in this Career Planning Unit



Work

The simple word **WORK** conjures up a variety of different meanings, ideas and feelings. Some people think of work as job or employment related. Others think of work as meaning difficult, physical tasks. Some consider work to be everything a vacation or holiday isn't. Others consider vacation to be work!

The following activity will enable you and the group you are working with to explore your ideas about the meaning of the word **WORK.**

Activity One - Work Collage

Each group requires:
- -magazines (at least one each)
- -one large piece of paper
- -tape or glue
- -scissors (optional)

- Form into groups of 2-4 people.
- Take 10 minutes to quickly look through magazines and tear or cut out any pictures that illustrate what the word WORK means to you! Glue or tape these pictures to the large sheet of paper.
- Take 5 minutes to quickly explain to your group why you chose your pictures. Choose someone to jot down the ideas on a separate sheet of paper.
- Return to the large group. Tape all the collages to the front of the room. Choose someone from each group to briefly describe the ideas to the class.
- Possibly, the teacher or another person can list all the ideas that the various groups illustrated.

Collage : an art form consisting of a collection of pictures or objects usually expressing one idea or feeling

Pretest

You may already have had the experience of looking for a job. Now you will have an opportunity to indicate if you have already mastered some of the steps.

Activity Two

The process of planning your career includes many steps. Some are listed below. Put a √ in the column that applies to you.

HOW WELL CAN YOU.....	very well	need help	not at all
• list your skills?			
• list the working conditions you prefer?			
• list your work interest?			
• list what you can do?			
• calculate the salary you need?			
• get information about jobs?			
• plan the education you may need?			
• read job ads?			
• fill out a job application?			
• write your resume?			
• do a job interview?			
• find out how to keep a job?			
• calculate your pay and overtime?			
• budget for school?			
• understand your job benefits?			
• be aware of your rights as an employee?			

Self-Assessment for Employment

Date begun_____

Date completed_____

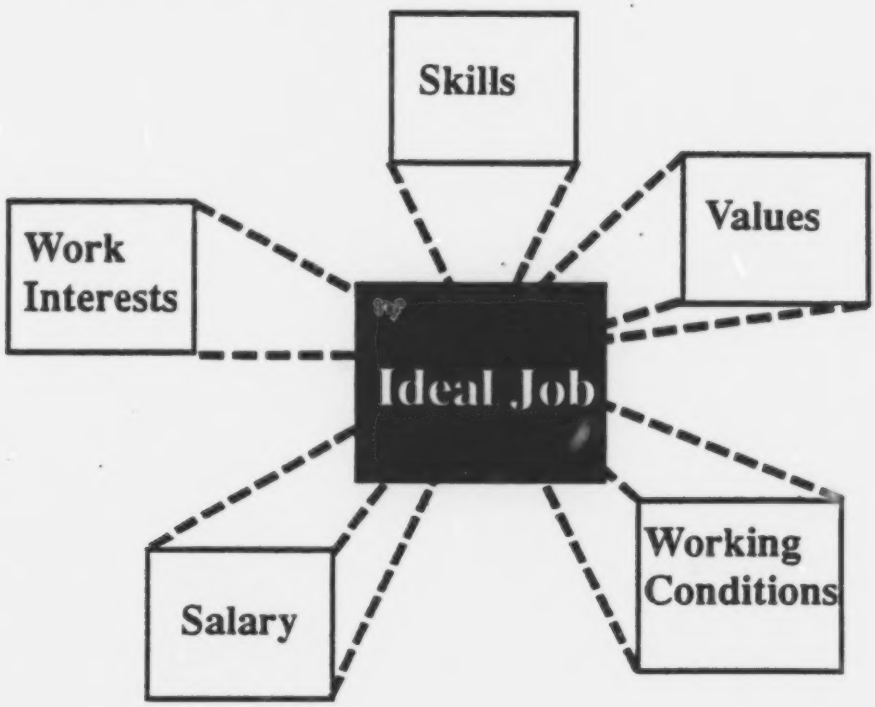
Self-Assessment for Employment

Your life work experience is a result of decision making and planning. Knowing yourself is important to the career planning process. The first step in any job search process is to take a careful look at yourself, your past experience and skills, your values, personal needs and interests.

Work itself provides many satisfactions in addition to a regular paycheck. This section will look at and evaluate what aspects of work and the workplace give you the most satisfaction.

Career planning involves a great deal of self-inquiry and will involve making many decisions. Once you have an awareness of the things that are important to you, it will be much easier to both make the decisions and communicate with prospective employers.

The following is a diagram that shows some of the personal factors to consider when thinking about careers. In this unit, you will identify what is important to you in each of these areas.



Skills

A skill is anything you can do. When you select a job, you want to make a choice that will put your strongest skills to use. When you apply for a job, you will offer the employer your skills and "sell them" in your resume and interview.

How can you come up with a list of your skills? You could think back to everything you've done — your jobs, volunteer activities, hobbies. Sometimes it's difficult to determine what skills you actually used. The following case study will show you a process for doing this. It describes Annie's activities followed by a list of some of her skills.

Annie has been at home with her two children for the last ten years. When her children were babies, she made extra money by babysitting a neighbour's child. She volunteered to help out at the preschool and ordered all their supplies. For three years, she coached children's soccer and was the soccer club's treasurer.

Several years ago, Annie became interested in her family's history. She spent hours in the library reading about the villages where her parents were raised. She wrote many letters to obscure relatives asking them to jot down any memories or information. Eventually, she started using a computer to keep track of the facts and stories she was receiving. One day, she hopes to write a family history.

Now Annie would like to work outside the home, but she doesn't think she can do anything.

continued on the next page

Many people assume that the skills they need to do a job must be learned formally in school, on a course or on another job. This is not always true. Most adults, in their day-to-day living, acquire numerous skills that are valuable to an employer.

Here is a list of some of Annie's skills:

- caring for children
- calculating
- coaching
- communicating
- collecting information
- estimating
- giving instructions
- analyzing information
- researching
- organizing people
- record keeping
- scheduling
- storing and retrieving information
- supervising
- using a computer
- writing letters

continued on next page

Activity One

Read the following list of skills. Then write out at least 20 skills that you possess. Don't be limited by the list! If you have skills that are not on the list, write them down as well.

advising
analyzing situations
assembling things
calculating
caring for children
coaching
communicating
collecting information
constructing
cooking
counselling
creating
dealing with the public
delegating responsibilities
delivering
designing
drafting
drawing
estimating
evaluating
following instructions
fundraising
gardening
giving instructions
instructing
interpreting
interviewing
investigating
teaching
making decisions
managing
measuring
negotiating
observing
operating a vehicle
operating machinery
organizing people/things
performing
persuading
photocopying
planning
problem solving
public speaking
record keeping
renovating
repairing
researching
scheduling
selling
serving
storing information
retrieving information
supervising
telephoning
treating sick people
troubleshooting
typing
using a computer
using tools
word processing
working on a team
writing

My Skills

1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

From your list, select 5 skills that you feel you do well. Beside each skill, write a note giving the situation(s) where you have used this skill successfully. For example,

operating a vehicle - driving kids in a neighbourhood car pool to school

My 5 Best Skills	My Experience With This Skill
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

Keep this information handy. You will need it to choose a job, to write a resume and to conduct a good job interview. When an employer wants proof of your skills, you can refer to these notes on your experiences.

Communication Skills

Communicating effectively is important, both in getting the job you want and in keeping it. Speaking and listening well are essential skills.

Activity Two

Check the response that best fits your skill in effective communication.

Do you.....?	often	sometimes	never
1. look directly at the person speaking			
2. make eye contact when you are speaking			
3. interrrupt when a person is talking			
4. clown around when someone is talking			
5. ask if you don't understand			
6. talk too much			
7. talk too little			
8. invite those who are not talking to say something			
9. tell the speaker they made a good point or had an interesting idea			
10. act bored			
11. use body language such as nodding, smiling or frowning			

Do you have any areas you need to improve? List them below if you do.

_____

_____

_____

You will have the opportunity to practice speaking and listening skills in the next activity.

Working Conditions and Values

You can discover what is important to you by looking back at your own job experience. The next activity will give you an opportunity to talk about your past job and to hear about other people's experiences.

Activity Three

If possible, form a group with 3 other people. Each person will speak and answer the following questions about jobs they've done. You can include paid or unpaid jobs and full or part-time work. As you participate, concentrate on speaking and listening well.

- Which job(s) did you like the most? Why?
- Which job(s) did you not like? Why not?

Values

What is important to you? High salary? Time? Status? Creativity? We usually can't have it all. Knowing your **values**, what is important to you, will help you make good career decisions. You must decide on what is most important to you. You may want to make a lot of money but also want more time for family and hobbies. You may want to be creative and independent but also want job security. The next activity will help you select and priorize those **values** that are most important to you now.

Activity Four

Place a √ in the column that best describes how important each of the following is to you at this time.

	Very Important	Important	Not Important
job security			
wealth			
social status/prestige			
respect/appreciation			
power			
meaningful work			
adequate leisure time			
part of a group			
time for family			
personal appearance			
competition			
independence			
promotions			
fame			
personal comfort			
excitement			
creativity			
challenge			
glamour			
aesthetics			
health			
others			

continued

From the values you checked as "very important," list the five that are most important to you now.

1. _____
2. _____
3. _____
4. _____
5. _____

This is not an easy task.
Take some time to think about it.

Working Conditions _____

For many people, job satisfaction involves more than a paycheck. Often the working conditons make the difference between a good job and a bad job. You need to decide on the conditions that are essential for your job satisfaction.

Activity Five

The following is a list of working conditions that exist in different kinds of jobs. Suggest a job for each condition. Three examples have been done for you.

CONDITION JOB EXAMPLE	CONDITION JOB EXAMPLE
time	**location**
regular schedule - _____	city - _____
flexible hours - realtor	country - _____
full time - _____	travel - _____
part time - _____	inside - _____
shift work - _____	outside - _____
overtime - _____	
responsibility	**workspace**
supervised work - _____	busy - _____
independent work - _____	quiet - _____
work alone - _____	large organization - _____
work with others - _____	small organization - _____
tasks	clean - _____
work with things - _____	dirty - _____
work with information - _____	alone - _____
work with people - _____	with people - _____
routine - _____	**advancement**
variety - _____	promotion opportunities - _____
exciting - _____	opportunities for training - nurse
dangerous - policeman/woman	**other** _____

continued

Now read over the previous list of working conditions and choose at least 8 that are important to you. Priorize your list - put the most important first and so on.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Salary Requirements

The money you earn may be the most significant thing about your job. Or, money may not be as important as job satisfaction or working conditions. Regardless of which category you fall into, you need to know your minimum salary requirements.

How can you figure out a realistic minimum salary? One way is to estimate your monthly expenses and then calculate the annual salary needed to cover these expenses.

Activity Six

1. Fill in the chart below to estimate your **monthly** expenses.

Housing	rent or mortgage		
	heating		
	electricity		
	telephone		
	other (water, cable T.V.)		
	subtotal		$
Food	groceries		
	restaurants		
	extras (coffee, snacks)		
	subtotal		$
Transportation	car (gas, parking)		
	bus		
	other (taxis)		
	subtotal		$
Personal	clothing purchases		
	laundry/dry cleaning		
	hair care		
	newspapers, magazines		
	entertainment		
	child care/babysitting		
	tobacco products		
	medicinal drugs		
	subtotal		$
Insurance	personal/life		
	car		
	house/household		
	other (dental, medical)		
	subtotal		$
Other	property tax		
	interest on loans		
	credit card charges		
	education, course fees		
	gifts		
	travel/vacations		
	other		
	subtotal		$
	Total Monthly Expenses		$

continued

2. Now that you know your total monthly expenses, **calculate your annual expenses.**

Hint: There are 12 months in a year.

calculations

Answer: My annual expenses are $

3. Unfortunately, we all tend to underestimate the amount of money we are going to need. To make things more realistic, **add** an extra 10% to your annual expenses.

Hint! There are 2 steps to this problem.

calculations

Answer: With an extra 10%, my annual expenses are $

continued

4. Now for the really bad news! You pay your expenses with after-tax dollars. This means that you have to earn more than your expenses in order to cover federal and provincial income tax. The amount of income tax you pay varies. It depends on how much you earn and what deductions you can claim. Just to get a rough idea, you could estimate your income tax at 20% of your annual expenses.

How much is 20% of your annual expenses?

Answer: When my annual expenses are_____, the income tax I would have to pay is $

5. How much would you need to earn in a year to cover all your expenses and your income tax?

Answer: My minimum annual salary requirement is $

Work Interests

By knowing your interests, you can narrow down the thousands of career possibilities to a smaller group of jobs you would probably enjoy. Research has gone into identifying five main interest areas. Once you have an idea of your interests, you can investigate jobs from these areas.

Activity Seven

Read the descriptions of the five interest areas. Which three best describe you?

Practical/Methodical

These people like jobs with clear rules and organized methods to guide them. They prefer to work under the direction and supervison of others. They enjoy working on one task until it is completed. They also like following a set routine without interruptions or surprises.

Objective/Technical

Individuals high in this area prefer working with tools, equipment and machinery. They like to repair or build things and are interested in how things work. They also like to make decisions using logic and fact.

Social/Helpful

Social people like dealing with people in either business or helping situations. They enjoy caring for and assisting others in identifying their needs and solving their concerns. They prefer work that requires interpersonal contact.

continued

Directive/Managerial

These people like to take charge and control of things. They like to take responsibility for projects requiring planning, decision-making and coordinating the work of others. They enjoy organizing their own activities and see themselves as independent and self-directing.

Innovative/Exploratory

Innovative people like to explore things in depth and arrive at solutions by experimenting. They enjoy scientific subjects and prefer to be challenged with new and unexpected experience. They can adjust easily to change.

My three strongest interest areas are _____

_____

_____

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Job Lists

You have selected three areas that describe you.The jobs under each heading reflect these five interest areas. Refer to these lists for job ideas and new alternatives in the areas you have identified.

Practical/Methodical

accounting clerk
bellhop/porter
bookkeeper
cashier
clerk typist
computer operator
construction labourer
cook's helper
courier/delivery person
data entry operator
freight handler
housekeeper
law clerk
letter carrier
library technician
machine operator
office clerk
personnel clerk
postal worker
receptionist
secretary
security guard
shipping and receiving clerk
stenographer
stock clerk
teller
word processing operator

Objective/Technical

agricultural technologist
aircraft mechanic
air traffic controller
ambulance attendant
animal attendant
appliance technician
assembler
auto body repairer
baker
boilermaker
brick layer
bus driver
butcher
cabinet maker
camera repairer
carpenter
carpet layer
chambermaid
chef
laboratory technician
crane operator
derrick worker
draftsperson
driller
drycleaner
drywall installer
electrician
farmer
firefighter

forest fire fighter
furrier
glazier
heavy equipment operator
iron worker
janitor
jeweller
kitchen helper
landscape worker
layout artist
lines person
machine operator
machinist
miner
mechanic
mould maker
pattern maker
pilot
plumber
refrig./air conditioning
remote sensing technician
roofer
service station attendant
sheet metal worker
signwriter
sprinkler system installer
steamfitter
tailor
taxidermist
taxi driver
t.v. camera operator
tool and die maker
upholsterer
welder

Innovative/Exploratory

accountant
actor/actress
actuary
agriculturalist
anthropologist
architect
biologist
biomedical engineer
chemist
community planner
composer
computer programmer
dentist
designer, product
dietician
director broadcasting
doctor
ecologist
economist
editor
engineer
fashion designer
floral designer
floral arranger
forester
geographer
geologist
horticulturalist
interior design/decorator
lawyer
market research analyst
mathematician
meterologist
micro-computer specialist
musician/singer
optometrist
pharmacist

photographer
program researcher
psychologist
reporter
sociologist
statistician
surveyor
sytems analyst
translator
veternarian
writer

Directive/Managerial

auctioneer
buyer
credit officer
curator (museum)
insurance adjuster
management consultant
manager
occupational health
& safety officer
sales manager
sports official
stage manager

*see list Social/Helpful to expand your occupational choices

Social/Helpful

announcer
bartender
child care worker
(social services)
cleric
clerk/typist
community organization
worker
computer consultant
counsellor
counter attendant
(fast food)
day care assistant
dental assistant
dental hygienist
dietary assistant
disc jockey
driving instructor
flight attendant
hairstylist/barber
host/hostess restaurant
hotel clerk
insurance sales agent
librarian
model
nurse
nurse's aid/attendant
nursing assistant (RNA)
occupational therapist
optician
parole/probation officer
pharmacy assistant
physiotherapist
police officer
recreation leader
social worker
speech therapist
teacher
telephone soliciter
travel agent
travel sightseeing guide
vendor
waiter/waitress

If you need more help deciding which interest areas are most important to you, visit your Employment and Immigration Centre. They have developed a questionnaire called the **Canadian Work Preference Inventory**. It consisits of 50 questions and takes only 15 to 20 minutes to complete. It is available in the following formats.

o the interest quiz!

	YES	NO
1. Do you like to work at the same thing for a long time?	[ ]	[ ]
2. Do you like to build things and/or repair them?	[ ]	[ ]
3. Do you like to dig deeply into topics to solve problems?	[ ]	[ ]
4. Do you like to finish one job before you start the next?		
5. Do you enjoy dire people in their ac ties?		

have to le differe com

11. Do a

Paper and pencil - The magazine **Jobs For Your Future** has the questionnaire on pages 8 and 9. It also lists 200 jobs coded by interests on pages 15 to 22.
Get this magazine from your local Employment and Immigration Canada Office, your guidance office, or by writing to the publisher:

Bridging the Gap
115 College Street
Toronto, Ontario M5T 1P6

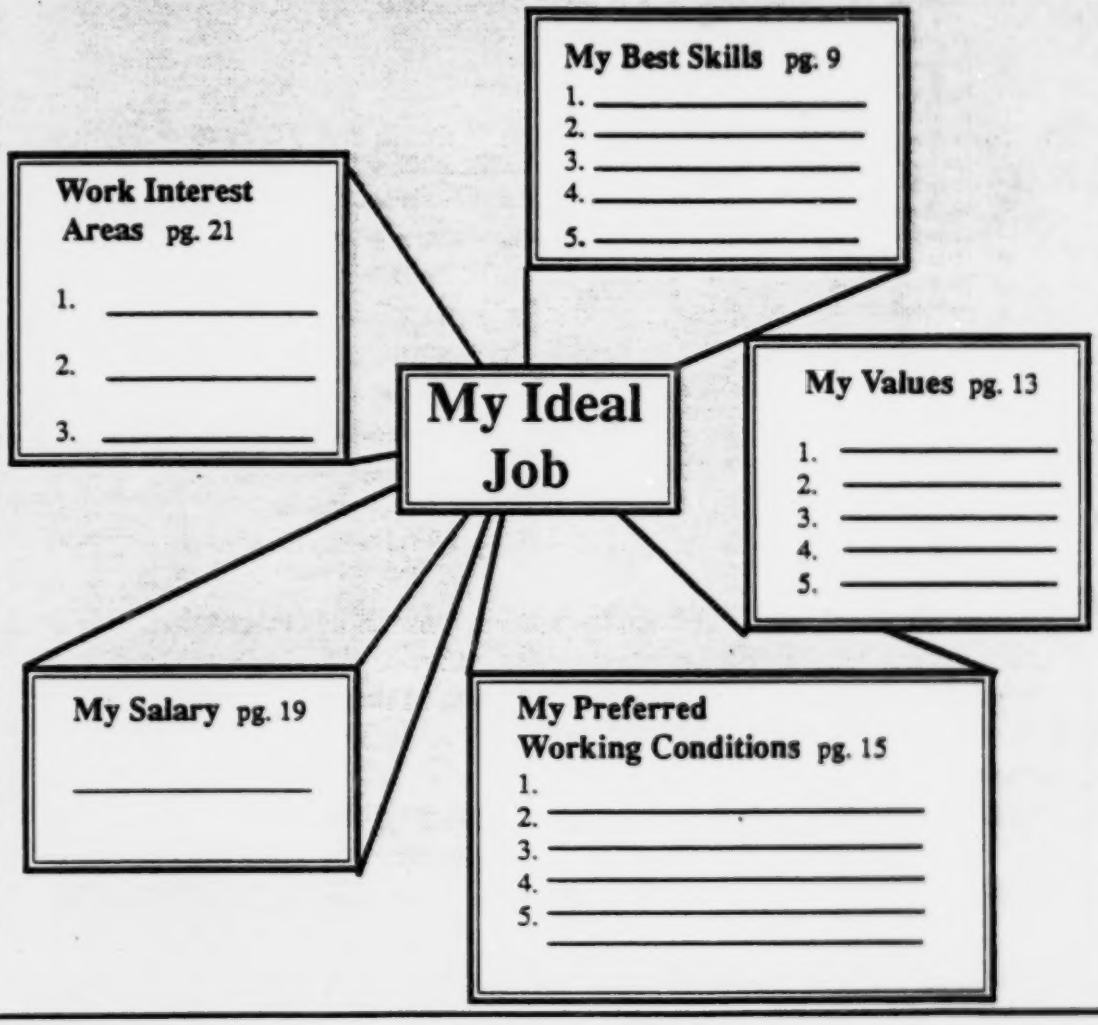
The **Canadian Work Preference Inventory** is available on computer. You can use it at your local employment or guidance office. You don't need to know about computers. Someone will help you. You enter your answers into the computer and it will add everything for you and come up with your three strongest interest areas.
The best part about using a computer is that it will give you 15 occupations that reflect your interest areas. Then you can explore these occupations in more detail.

Summary

You have assessed many things about yourself: your skills, your values, the working conditions you prefer, the salary you need and your work interests. All these factors must be considered when deciding on a job for yourself.

Activity Eight

To get a "big picture" of what is most important to you in choosing a job, fill in the following chart. You may find it helpful to refer back to the pages where you recorded the information. The appropriate pages are listed next to each heading.



The Dream Job

Your ideal job is a result of combining all the factors that are important to you. Before you actually investigate specific jobs in the next unit, take the time to dream a little. If you could have any job in the world, what type of job would it be? Don't worry about naming the job; just imagine the perfect working conditions, the skills you'd like to use, maybe the types of people you'd like to work with.

Activity Nine

In the space below, write a paragraph describing your dream job. You may want to refer back to the "big picture" of yourself that you developed in the last activity.

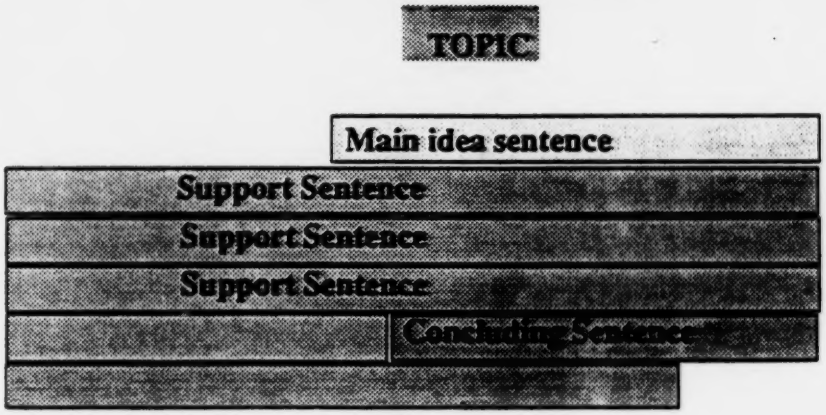
My Dream Job

If you need some help with paragraph writing, refer to the next page.

Notes on Single Paragraph Writing

A paragraph is a group of related sentences that fit together to express one idea. There are many different kinds of paragraphs but they all have a similar structure. A well written paragraph has 4 parts.

MODEL of a PARAGRAPH



1. The **Topic** of a paragraph states what or who the paragraph is about.

2. The **Main Idea Sentence**, usually the first sentence, tells the main idea of a paragraph.

3. **Support Sentences** define, prove and explain the main idea. They are written in logical order.

4. A **Concluding Sentence** is often written at the end and summarizes the support for the main idea.

Employment / Education Investigation

Date begun_____

Date completed_____

Employment / Education Investigation

Trying to find the job that totally matches your interests, skills and values is like trying to find a perfect relationship - it rarely exists!

However do not despair. As an adult, you have already discovered that trade-offs in life are inevitable.. You may find a career perfect for you only to find the job opportunities are in a part of Canada far from friends and family. You may have to accept a career at a lower-than-ideal salary in order to buy independence.

Before you start compromising, spend time investigating your employment and education options. The time you spend now "comparison shopping" will increase your chances of ending up in a career you really like.

Remember to be flexible while at the same time do not compromise on the things you determined in the previous section are important to you.

Caution: **This section will not give you all the information you need in your employment and education investigation. It will however "Help You to Help Yourself."**

Zeroing in on job interests

A good place to begin your research is with the **Canadian Work Preference Inventory** you completed in the previous section.

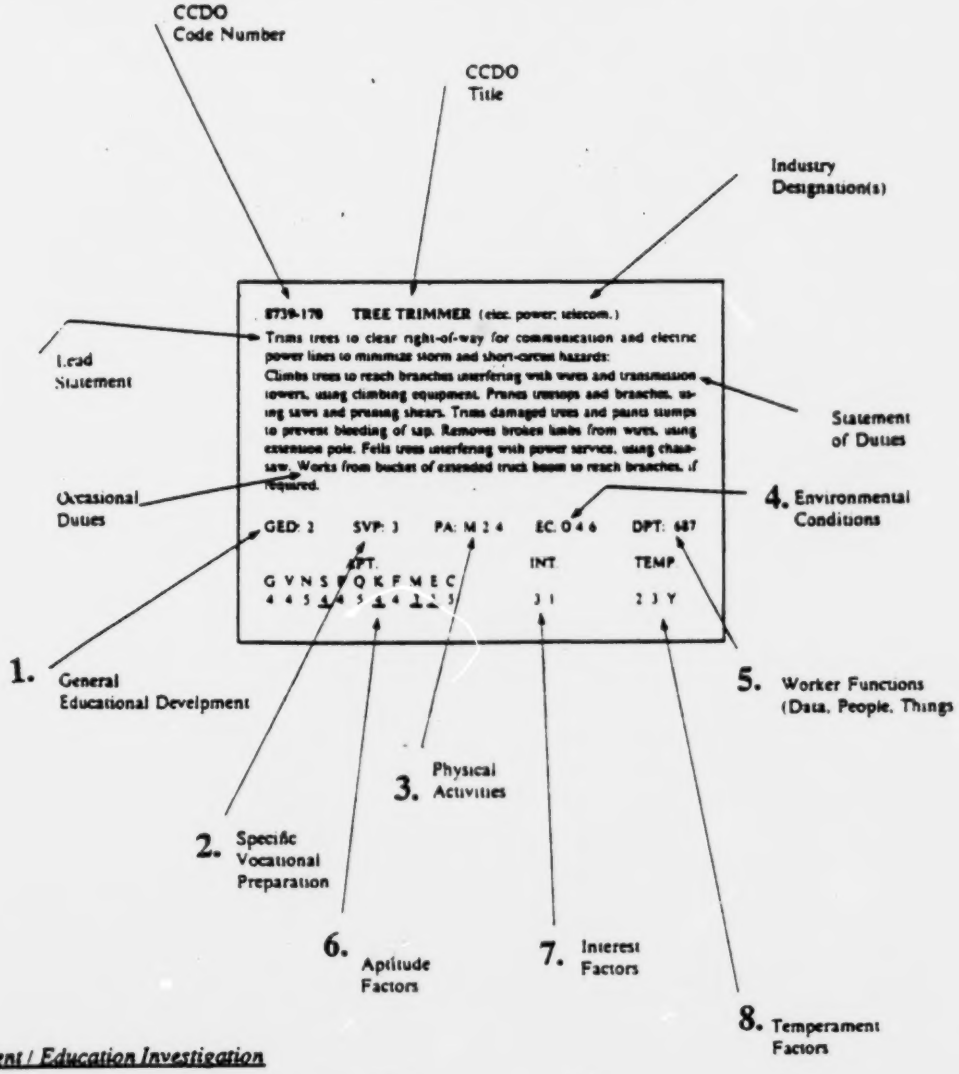
Activity One

Summarize your findings in a paragraph. Remember that a summary is not a long exposition. It is a brief consolidation of a number of facts and ideas. Take a look at your findings in the Self-Assessment section and briefly give the results. You will want to do this on scratch paper and transfer it on to this page when you are satisfied that it does the job.

That's great! In order to be useful to you in your search for the ideal career, it is necessary to apply this information.

The **Canadian Classification and Dictionary of Occupations**, called **CCDO** is a comprehensive source of occupational information. This huge document lists and describes 7 000 jobs. There are several tools which will help you match your interest to a career. People at CEIC Centres and your local college counselling office can help you if you decide you are interested in using this helpful resource.

Here is how an entry looks.
An explanation of the abbreviations and symbols follows.


CCDO Code Number
CCDO Title
Industry Designation(s)
8739-178 TREE TRIMMER (elec. power; telecom.)
Trims trees to clear right-of-way for communication and electric power lines to minimize storm and short-circuit hazards.
Climbs trees to reach branches interfering with wires and transmission towers, using climbing equipment. Prunes treetops and branches, using saws and pruning shears. Trims damaged trees and paints stumps to prevent bleeding of sap. Removes broken limbs from wires, using extension pole. Fells trees interfering with power service, using chainsaw. Works from bucket of extended truck boom to reach branches, if required.
Lead Statement
Statement of Duties
Occasional Duties
4. Environmental Conditions
GED: 2 SVP: 3 PA: M 2 4 EC: 0 4 6 DPT: 687
APT. INT. TEMP.
G V N S P Q K F M E C
4 4 5 4 5 4 2 2 3 3 1 2 3 Y
1. General Educational Development
5. Worker Functions (Data, People, Things)
3. Physical Activities
2. Specific Vocational Preparation
6. Aptitude Factors
7. Interest Factors
8. Temperament Factors

Guide to CCDO Job Descriptions

1 General Education Development (GED)

Levels	Approximate Duration of Schooling
6	17 years plus
5	13-16 years
4	11-12 years
3	9-10 years
2	6-8 years
1	up to 6 years

2 Specific Vocational Preparation (SVP)

1 Short demonstration only
2 Anything beyond short demonstration up to and including 30 days
3 Over 30 days up to and including 3 months
4 Over 3 months up to and including 6 months
5 Over 6 months up to and including 1 year
7 Over 2 years up to and including 4 years
8 Over 4 years up to and including 10 years
9 Over 10 years

3 Physical Activities (PA)

1. Strength (lifting, carrying,pushing,pulling) shown in terms of:
   - S - Sedentary work (10 lbs. max.)
   - L - Light Work (20 lbs. max.)
   - M - Medium work (50 lbs. max.)
   - H - Heavy work (100 lbs. max.)
   - VH - Very Heavy work (over 100 lbs.)
2. Climbing and/or balancing
3. Stooping, kneeling, crouching and/or crawling
4. Reaching, handling, fingering and/or feeling
5. Talking
6. Hearing
7. Seeing in terms of: acuity far and near, depth perception, accommodation, colour vision and field of vision
8. Control: hand, foot

4 Environmental Conditions (EC)

1. Work Location; I - inside; O - outside; B - both
2. Extremes of cold plus temperature changes
3. Extremes of heat plus temperature changes
4. Wet and/or humid
5. Noise and/or vibration
6. Hazards in terms of: mechanical, electrical, burns, explosives, radiant energy
7. Atmospheric Conditions in terms of: fumes, odours, dusts, mists, gases, poor ventilation

5 Data (1st digit) People (2nd digit) Things (3rd digit) (DPT)

Data (1st digit)	People (2nd digit)	Things (3rd digit) (DPT)
0 Synthesizing	0 Mentoring	0 Setting -up
1 Co-ordination	1 Negotiating	1 Precision working
2 Analyzing	2 Instructing	2 Operating-controlling
3 Compiling	3 Supervising	3 Driving-operating
4 Computing	4 Diverting	4 Manipulating-operating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-signalling	6 Feeding-offbearing
7	7 Serving	7 Handling
8 No Significant Relationship	8 No Significant Relationship	8 No Significant Relationship

6 Aptitudes (Apt) Aptitude Levels (in terms of working population)

G General Intelligence	1. Upper 10%
V Verbal Ability	2. Upper third exclusive of the highest 10%
N Numerical Ability	3. Middle Third
S Spatial Perception	4. Lowest third exclusive of the lowest 10%
P Form Perception	5. Lower 10%
Q Clerical Perception	When these levels are underlined, they are considered significant for satisfactory job performance.
K Motor Co-ordination	
F Finger Dexterity	
M Manual Dexterity	
E Eye-Hand-Foot Co-ordination	
C Colour Discrimination	

7 Interest Factors (Int)

1. Things and objects
2. Business contact with people
3. Routine, concrete and organized work
4. Working for people for their presumed good as in the social welfare sense or for dealing with people and language in social situations
5. Work resulting in prestige or esteem of others
6. People and communication of ideas
7. Scientific and technical work
8. Abstract and creative work or experiences
9. Non-social work, carried on in relation to processes, machines and techniques
0. Work resulting in tangible, productive satisfaction

8 Temperament Factors (Temp)

1. Variety and change
2. Repetitive, short cycle
3. Under specific instruction
4. Direction, control, planning
5. Dealing with people
6. Isolation
7. Influencing people
8. Performing under stress
9. Sensory or judgmental criteria
0. Measurable or verifiable criteria

X. Interpretation of ideas, facts, feelings

Y. Precise attainment of set limits, tolerances or standards

Note:
A new classification system called the **National Occupational Classification** is under development by Employment and Immigration Canada

Activity Two

Here is another sample of a CCDO job description.
Look at it carefully using the preceding guide to help you.

8589-196 HEAVY-EQUIPMENT SERVICER (any ind.)

Services heavy equipment at work locations of construction, logging, mining and other industrial sites:
Schedules times to service equipment and maintains service records. Drives service unit truck to work locations at construction or other industrial site. Greases running gear, booms, pulleys, buckets and other components of heavy equipment according to manufacturer's specifications, using pneumatic or hand grease gun. Drains and replaces engine lubricating oil using hand tools and pumps. Replaces oil, air and fuel filters. Adds or replaces hydraulic and transmission fluids. May perform other duties including making minor repairs to heavy equipment.

GED: 3 SVP: 4 PA: M 2 3 4 8 EC: O 6 DPT: 6 8 3 .

APT.										INT.	TEMP.
G	V	N	S	P	Q	K	F	M	E	C	
3	4	4	1	1	4	1	4	1	4	5	1 9	0 Y

Now form **6 questions** that the sample description would answer.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Now that you have seen how the CCDO works , continue to read about other occupations.

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Activity Three

List the occupations you feel are closest to your interests and background. Read through the text descriptions of those jobs you identified in your **Work Preference Inventory** and from the CCDO text descriptions. Narrow down your list to ten or fifteen. (You will probably want to do this on your own paper first.)

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____
13. _____	14. _____	15. _____

Apply Your Values to Job Choices

An important step that is often forgotten is to put each occupational interest through a **values test.** Why spend time investigating a job that doesn't satisfy what you identified as being important to you?

Take time to do it.
Here's how.

1.) Take the values you gave the highest ratings from the last section.(pg. 13)
There should be 3 or 4.

2.) Now rate each occupation to see if it will satisfy your criteria.

For example, if a career as a tree surgeon interests you, evaluate whether it would fulfill your top-rated values. (e.g. excitement, variety, prestige, money)

If it is highly likely, give it a 5 rating.
If it is quite likely, give it a 4 rating.
If it is fairly likely, give it a 3 rating.
If it is somewhat likely, give it a 2 rating.
If it is unlikely, give it a 1 rating.

e.g. tree surgeon	
excitement	- 5
prestige	- 1
money	- 3
TOTAL VALUE	9

Activity Four

Develop your own chart on scratch paper and then transfer it here.

continued

Now use your chart and apply it to at **least** your top 5 occupational interests.

occupation	my rating
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____

This method will help you narrow down the field of occupational choices. Now compare your results. Which one rated the highest? Which rated the lowest? You **may** want to eliminate any occupation that did not have a high rating. **Should you eliminate some of your list?** Maybe yes, maybe no.

Like all perfect relationships this one has a flaw. Your idea of whether an occupation rates high or low is limited by what you know about the field. You may pass up something perfect for you because you haven't done your homework. You may have given it a low rating but still have a strong interest. It is worthwhile at this point to **seriously investigate any area that interests you.** Keep your options open. Remember too, that top job choices may look good on paper, but, until you have investigated the responsibilities the job involves and its requirements, you won't be able to make an informed decision.

You may decide after your investigation, that the job is not for you. Time hasn't been wasted.

At least you know, without a doubt, that "tree surgery" isn't for you!

Investigating the Job Market

The next activities will help you refine your list further. You may choose the order and number of activities. Try to use a variety.

Where do you begin your investigation?

Before going after a job or investing several years in training, it is wise to investigate the **job market.** The job market are the jobs which are available in your local comuunity, region and province There are many ways of going about this process. One easy and very effective way is to read newspapers, magazines and journals. By scanning headlines, you will be able to pick up the latest predictions.

Activity Five

Start scanning the daily newspaper. As you find articles which make forecasts about future job trends, clip them out. Read the article carefully and take notes in point form.

When you have completed this task, paste the article(s) on a page and write a summary statement beside each. You may wish to do this with a group of people and make a bulletin board display. Here is an example:

Professions offer fewer job chances survey says

By George Brett Toronto Star

A survey of job vacancies at 1,700 companies across Canada shows that a university degree is no insurance against being laid off.

Full-time job vacancies for accountants, engineers, scientists, executives and other professionals decreased 21 per cent in the three months ended in June and 22 per cent during the past year, the Technical Service Council reported yesterday.

The council, an industry-sponsored personnel consulting firm, said, "Demand for professionals continues to be slack, partly because the resource industries are still hard-hit by the recession."

Council president Neil Macdougall added in an interview: "There are still industries overcrowded (with staff) and susceptible to foreign competition. Or they have debt loads that could drag them down if the U.S. economy turns down. So the cutbacks will contin-

UNIVERSITY
NO JOB GUARANTEE !

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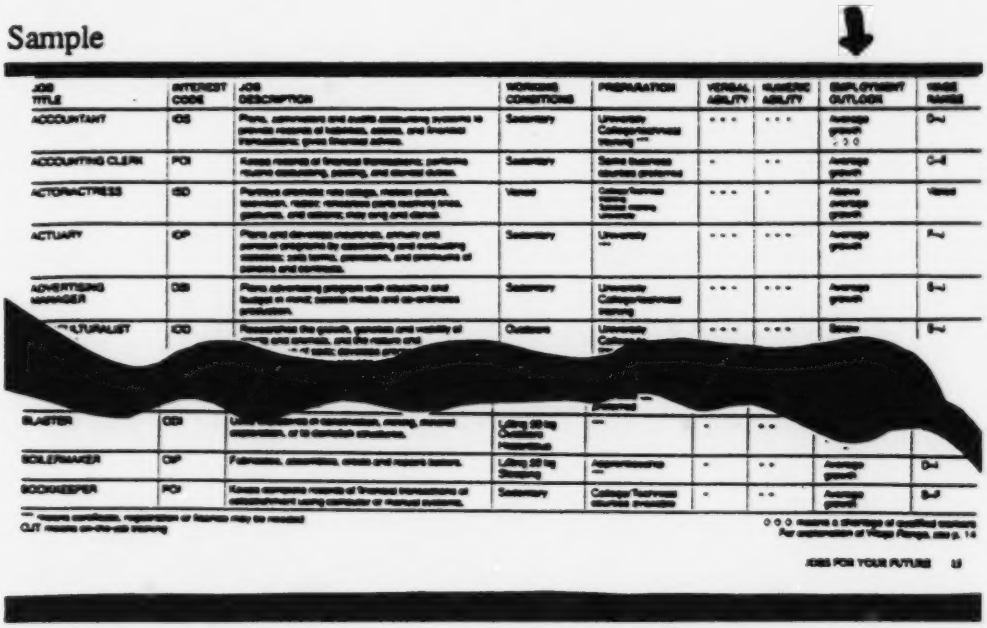
In part one, Self-Assessment, you used the **Canadian Work Preference Inventory** to identify several areas of work interest. The 200 jobs in the **Job Chart** were chosen in part because these are jobs which are in demand right now and they are expected to be in demand in the future.
The following activity is based on the **Job Chart** which accompanies the **Inventory**. At this point, of special interest is the column labelled Employment Outlook. Examine this partial sample. You will see how valuable it can be to you as you investigate the job market.

Sample



JOB TITLE	INTEREST CODE	JOB DESCRIPTION	WORKING CONDITIONS	PREPARATION	VERBAL ABILITY	NUMERIC ABILITY	EMPLOYMENT OUTLOOK	WAGE RANGE
ACCOUNTANT	IOS	Plans, administers and audits bookkeeping systems to provide records of liabilities, assets, and financial transactions; gives financial advice.	Sedentary	University College/Technical training	• • •	• • •	Average growth	D–I
ACCOUNTING CLERK	POI	Keeps records of financial transactions; performs routine bookkeeping, posting, and calculating duties.	Sedentary	Some business courses preferred	•	• •	Average growth	C–E
ACTOR/ACTRESS	ISO	Performs emotional role using body, speech, gestures, music, dance, mimicry; memorizes parts; rehearses lines, gestures, and actions; may sing and dance.	Varies	College/Technical training; varies among artistic	• • •	•	Above average growth	Varies
ACTUARY	IOP	Plans and develops insurance, annuity and pension programs by assembling and analyzing statistics, probabilities, and precedents to assess risks and costs.	Sedentary	University	• • •	• • •	Average growth	A–J
ADVERTISING MANAGER	OSI	Plans advertising program with objectives and budget in mind; selects media and co-ordinates production.	Sedentary	University College/Technical training	• • •	• • •	Average growth	B–J
[illegible]NATURALIST	IOO	Researches the growth, gestation and mobility of insects and animals, and the nature and [illegible]	Outdoors	University College [illegible]	• • •	• • •	Some	B–J
BLASTER	OSI	[illegible]	Lifting 20 kg Outdoors Hazardous	[illegible]	•	• •	[illegible]	[illegible]
BOILERMAKER	OIP	Fabricates, assembles, erects and repairs boilers.	Lifting 20 kg Standing	Apprenticeship [illegible]	•	• •	Average growth	D–I
BOOKKEEPER	POI	Keeps complete records of financial transactions of establishment using computer or manual systems.	Sedentary	College/Technical courses preferred	•	• •	Average growth	B–F

— means conditions, preparation or aptitude may be needed
O/T means on-the-job training

0 0 0 means a shortage of qualified workers
For explanation of Wage Range, see p. 14

JOBS FOR YOUR FUTURE 15

For a complete copy of this tool see pgs. 15-22 of **Jobs for Your Future.**

The Employment Outlook column tries to look at future trends in employment growth. It is important to consider this when you choose a career. Why train for a job that will not bring you employment?

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Activity Six

Use the partial sample to do this activity. This will help you know how the inventory works.

Name 2 jobs which have below average employment outlook at this time.

_____

Name 2 jobs that have a shortage of qualified workers.

_____

On the next two pages is an article with information about the **job market.** It is from **Jobs for Your Future,** Nov. 1988.

This article has been divided into 8 sections with titles. Articles like this make reading for information easier. You don't have to read the whole article if you are looking for specific information.

Activity Seven

Scan the headings in this article.
List the title of each section.

1._____ 5._____
2._____ 6._____
3._____ 7._____
4._____ 8._____

Chose 4 of the sections and summarize the information in 2 or 3 good sentences.

Section 1 _____

Section 2 _____

Section 3 _____

Section 4 _____

JOBS
FOR YOUR FUTURE

Where the jobs will be

A look at employment trends and opportunities.

What is happening in the world of work? So many jobs that people used to do are now being performed by machines. Farmers attend university to learn how to raise crops. Secretaries sit in front of complicated computers that seem to type by themselves while the secretary is analyzing a report. Robots are painting cars and performing assembly jobs that used to be done by people. Persons with disabilities are on shop floors working for companies which would not even have accepted their applications a few years ago.

The labour market has changed dramatically over the past 50 years. During World War II, while Canadian men were joining the armed services and going overseas, women were going into factories and working at heavy jobs. When the men returned from the war, women left the factories and their jobs reverted to men. Today, many of these jobs are being performed by machines. Will people even be needed in the future?

Automation

Labour is expensive in Canada and throughout the Western world. Many Canadian workers earn more money in a day than their counterparts in the Third World receive in a whole month. Because labour is expensive, employers are constantly looking at ways to automate.

In the 1950s some people predicted that in 40 years machines would replace all human workers. Clearly this has not occurred but for some people automation is still a dirty word. These people would rather have handmade jewellery than jewellery made by a machine. They prefer to have their suits hand-stitched by a tailor rather than mass-produced as part of a mechanized process. These people do not care about speed of production but worry instead about the quality of the work.

Certainly great strides can still be made in improving the quality of people's jobs. At the same time, automation must be accepted as a fact of life. Every straightforward, repetitive job in Canada is at risk. Every routine job may soon be done by a machine. Any occupation in which judgment is not important is an occupation which can someday be automated.

Of course, there are limits to those things that can be automated. A friendly receptionist, a knowledgeable sales clerk and a competent maitre d'hotel can probably anticipate secure jobs forever. It may be technically possible to build a robot so sophisticated that it can control a space shuttle or a railroad train without a pilot or an engineer. How many people would want to ride in either?

The past few decades have brought about changes to virtually every job in Canada. It is hard to imagine what it must have been like to have felled trees without a chainsaw, to have unloaded boxcars without a forklift truck or to have set all of the type by hand before a newspaper could be printed. No wonder people's heads spin as they realize that trees are now harvested with large tractors, that container shipping is fast replacing forklift trucks and that newspapers no longer require typesetters.

What will happen to today's jobs?

Many people ask where the jobs will be in the 1990s. The answer is that they will probably be in similar places to where they are right now. However, don't expect to see the people who are performing them doing the same things that they do today. As our society continues to become more automated and more reliant on computers many of the jobs of the future may be for people who can build, improve and repair these automated systems. Many communities in Canada are experiencing an acute shortage of millwrights, business equipment repair people and tool makers. It is hard to imagine modernizing a factory so completely that it

An equal claim on the future

Many future employment trends will be the consequence of technological innovation. Others are likely to result from free trade, declining birth rates or changes in consumer tastes. In some cases, change will occur as a result of government policy.

The federal government is committed to employment equity. Part of its policy means that all employers who hope to do business with the federal government will have to provide equal opportunity to members of their community. Disabled people, aboriginal peoples, visible minorities and women are all 'target groups.' If a business cannot demonstrate that it has made employment opportunities available to these groups in an equitable manner, it will lose access to potential markets. Many provincial and municipal governments are also developing equity policies.

Today, although there are many occupations in which target group members are under-represented, there are better opportunities than ever before for those who want a chance to try out a new career. The doors are opening and those in these target groups can expect a helping hand. Employment equity will shape the future labour market.

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ould function without a maintenance me-anic or a machinist.

Projections by leading economists and tunists (see notice re *Job Futures* on page 5) suggest that there won't be very many gh-paying jobs available in the next 10 or 5 years for people without specialized ills and training. Jobs will continue to ist in our service industries but will be nong the lowest paid and the first to be laid f in a recession. Service industries pay the ghest salaries to executives, tradespeople d skilled workers. Porters, delivery :opie and kitchen helpers are likely to main in demand for many years to come it don't expect to see them earning very uch.

'hat are the new jobs?

hen looking to the future, it is a good idea look at the new jobs. Twenty years ago the west jobs were in computer programming. Today there are emerging occupaons in desktop publishing, holograph chnology and the preparation of specialed foods. It is worthwhile to take a look rough the Job Chart on pages 14 through and pick out all of the occupations in ich there is presently a shortage or in hich growth is anticipated. Not all may be itable for you and, in fact, if you have a ong preference for something that shows w growth, you shouldn't be discouraged - but if all else is equal why not look at an cupation which is likely to be in demand r years to come.

New jobs are created whenever our envinment or our society changes. When you ad about a housing shortage you can anipate seeing new jobs for construction orkers. When you see women going to ork you can expect jobs in fields such as y care and pre-school teaching. As the oby boomers turn grey there will be an inasing need for workers in the social servs and health care areas.

nusual occupations

n't be afraid to explore unusual occupans that cause your friends to scratch their ads and say, "You want to be a what?" r example, ever consider becoming a gla-r? Young people seeking an apprenticeip in the construction trades frequently k to jobs as carpenters, electricians or plumbers. It is worth considering that glaziers earn similar salaries and are equally important on the construction site.

Which industries are growing and declining?

It is not just occupations that emerge or become obsolete but also industries. Farming in Canada has declined quite considerably since the turn of the century. There are far fewer new opportunities today for people who want to enter farming. Coal and oil fired generators are giving way to hydro and nuclear generation. The small appliance repair industry is fast becoming obsolete as people throw away their toasters instead of having them repaired.

As some industries decline, others grow. The tourism industry is growing and anyone seeking an occupation in tourism and recreation is likely to be able to find work for many years to come. Canada is a nation bordered by three great oceans and filled with inland waterways. There is likely to be a continued demand for maritime occupations in the future. Offshore oil projects are likely to have a profound impact on the future needs of our Atlantic Coast labour market.

A whole new range of opportunities is emerging in areas such as waste management and applied ecology. As industry becomes increasingly concerned about pollution and quality control, workers in the future will have to perform to even more demanding standards than are presently required. It won't be easy but with the assistance of new skills and new training we will meet this challenge.

What knowledge will be required?

Most young people planning ahead would be well-advised to select several areas of interest and then to take good, solid, basic courses in areas such as mathematics, sciences, language, history and geography in order to prepare themselves for the future.

Some people believe that the types of knowledge you had to have 20 years ago will no longer be important in the future. They argue that a person doesn't need to learn mathematics as long as pocket calculators are available. They say that spelling doesn't matter in this day of the word processor. On the contrary, in-depth research and projections indicate that these skills will be even more important in the future than in the past.

Perhaps arithmetical skills can be replaced by a calculator; but if one doesn't have a good grounding in mathematics, the potential for errors is increased. A word processor can correct a lot of spelling mistakes but a person who can't tell "witch" from "which" or "weather" from "whether" or who doesn't know that a sentence can only have one participle will be at a disadvantage in any job requiring literacy.

How should you prepare?

As soon as you have a good idea of the job you would like to do, start to prepare for that occupation. Select courses that will lead you in the direction you have chosen. Talk to workers who perform this job. See if you can find a part-time or summer job in a related area. At the same time, leave yourself an escape hatch by considering alternatives. You may find that you aren't suited for a certain type of work, or the job you are preparing for may not be available when you come onto the job market.

Another recommendation which many young people should consider is: learn a second language and, if you already know another, learn a third. Many jobs in Canada are already reserved for people who can speak both official languages. Even more workers will need to be bilingual in the future. Businesses really value an executive who can deal with customers abroad in their own language. There may be computers someday that can translate text but it is unlikely that any computer will replace fluency in a language for an international salesperson, buyer or consultant.

If you are already employed it is wise to look ahead and make certain that the job skills you now possess will carry you into the future. Night courses, conferences and self-study may make the difference between being a valued employee or being laid off. Many companies are reconsidering the whole concept of retirement. Workers can't sit back and take for granted that their job is secure forever.

There will certainly be jobs in the future. The challenge is to be prepared for them. Most adults spend one quarter of their lives at work. It's worth spending a little time preparing for a job that meets your needs.

You can also learn a lot about the **job market** by looking at a **database**. Databases are summaries of information. They are often generated on a computer. Although they look confusing, take a few minutes to look at the headings. You will find that a database is a quick way to get information.

A portion of a database published by CEIC follows.
Glance at the first page.

SS	CCDO	TITLE	NEWS VAC	CEC VAC	TOT VAC	UI CLAIM	CEC CLIE	EMP 2151
	2165122	CIVIL ENGINEERING TECH	11	0	11	1	0	0
A	2165130	ELECTRONC ENG. TECH	9	3	12	13	10	0
	2165142	MECHANICAL ENG. TECH	12	3	12	9	2	0
	2165222	CIVIL ENG. TECH	2	1	3	2	1	0
A	2165230	ELECTRONIC ENG. TECH	8	1	9	49	22	2
A	2165238	INDUSTRIAL ENG. TECH	4	0	4	1	0	0
	2169199	MISCELLANEOUS OCCUPATIONS IN ENGINEERING &TECH	6	0	6	32	14	0
A	2183110	SYSTEMS ANALYST BUSINESS	19	1	20	14	13	0
A	2183114	SYSTEMS ANALYST ENG. SCI.	2	1	3	7	3	0
A	2183116	SYSTEMS-SOFTWARE PROGR.	46	3	49	23	7	1
A	2183124	APPLICATION PROGRAMMER	24	1	25	38	22	0
	2183130	PROGRAMMER, DETAIL	0	3	3	12	1	0
	2183154	COMPUTER HARDWARE SPEC.	5	0	5	1	1	0
	2183158	MINI/MICROCOMPUTER SPEC.	4	0	4	0	2	0
	2183162	TELECOMM SPECIALIST COM.	2	1	3	1	0	1
C	2333122	CHILD-CARE WORKER	2	1	3	1	0	1
	2333122	RECREATION LEADER	6	0	6	18	12	0
	2333134	CAMP COUNSELLOR	9	0	9	1	1	0
	2333134	VISITING HOMEMAKER	42	0	42	7	6	0
	2399199	MISCELLANEOUS OCCUPATIONS IN SOCIAL SCIENCES AND RELATED FIELDS	10	1	11	5	0	0
B	273110	ELEMENTARY SCHOOL TEACH	6	0	6	140	24	0

None of this will really make much sense unless you can interpret the top abbreviations. An explanation of the abbreviations in the database follows.

JOB OPPORTUNITY SURVEY

METRO

SKILL SHORTAGES (SS)

Occupations have been designated under the SKILLS SHORTAGES program for assistance.

A - eligible for both relocation and training assistance.

B - eligible for relocation assistance only.

C - other restrictions apply. Please consult TRAINING PROGRAMS CIRCULAR CM-16-88-001

NEWSPAPER VACANCIES (NEWS VAC)

Vacancies are coded from _____, first and third Saturday editions of the month being reported. Exact vacancies are counted. In the case of multiple vacancy advertisements, EMA services uses its best judgement to quantify the total number.

CANADA EMPLOYMENT CENTRE VACANCIES (CEC VAC)

Source is printout TM 6341 produced at the end of the month being reported and represents the total of vacancies notified to the _____area CECs during the month being reported.

TOTAL VACANCIES (TOTAL VAC)

This is the sum of newspaper plus CEC vacancies. All vacancies have been reported.

CEC CLIENTS (CEC CLIENT)

Source is printout TM 6343 produced at the end of the month being reported and represents all clients registered in a code where at least three vacancies have been reported.

UNEMPLOYMENT INSURANCE CLAIMANTS (U.I. CLAIM)

Source is printout IDF 88983 produced at the end of the month being reported and represents all active claimants registered in a code where at least three vacancies have been reported.

CONFIRMATION OF OFFER OF EMPLOYMENT (EMP 2151)

This is a validation process certifying no Canadians or Landed Immigrants are available and /or qualified to do the job and usually signifies the commencement of the process of bringing an off-shore worker into Canada. Source is a printout produced at the end of the reporting month.

DEMAND OCCUPATION

An occupation is considered to be in demand when the ratio fo claimants to total vacancies is 5:1 or less and five or more vacancies are reported in the month.

Weekly job search is based on potential employers and in most circumstances a reasonable number of contacts are:

APPROXIMATE # EMPLOYERS	#CONTACTS
0-75	2+
76-150	3+
151-299	4+
300+	5+

EMPLOYMENT MARKET ADVISORY SERVICES,
CANADA EMPLOYMENT CENTRE

Activity Eight

Use this portion of the Metro database to answer the questions following.

		NEWS VAC	CEC VAC	TOT VAC	UI CLAIM	CEC CLIE	EMP 2151
3134110	REGISTERED NURSING ASSISTANT	29	5	34	36	14	0
3135110	NURSE AIDE	32	1	33	66	31	0
3135114	ORDERLY	15	14	29	15	14	0
3151110	PHARMACIST, HOSPITAL	4	0	4	0	0	0
3151118	PHARMACIST, RETAIL	6	0	6	2	0	0
3157110	DENTAL HYGIENIST	9	0	9	4	0	0
3157114	DENTAL ASSISTANT	3	0	3	33	6	0
3159174	PHARMACY AIDE	6	0	6	5	2	0
3159179	MISCELLANEOUS OCCUPATIONS IN MEDICINE AND HEALTH	4	0	4	8	3	0
3355122	TRANSLATOR	6	0	6	16	6	0
3715199	OTHER ATTENDANTS, SPORT AND RECREATION	2	1	3	4	0	0
3719117	SKI HOST/HOSTESS	0	19	19	0	0	0
4111110	SECRETARY	123	17	140	518	224	0
4111111	EXECUTIVE SECRETARY	14	5	19	129	54	0
4111112	LEGAL SECRETARY	38	1	39	7	6	0
4111113	MEDICAL SECRETARY	7	0	7	25	11	0

Deciphering Information

1. How many newspaper vacancies were reported for orderlies? _____

2. Do any of these jobs come under Confirmation of Offer of Employment? _____

3. What was the total number of vacancies for CCDO title 4111110 Secretary? _____

4. How many Pharmacy Aides are registered with CEC? _____

5. According to the category NEWS VAC, how may positions are advertised for translators? _____

This is by no means a complete database.
It is only an example of the type of information you can use. CEIC offices will have databases reflecting the **job market in your community.**

Job Shadowing

Another way to narrow down possible occupations is to **job shadow**. Put simply, job shadowing is following an employee around for a day or two observing the job. There are many benefits to using this method.

Activity Nine

Work with a group to **brainstorm** answers. Brainstorming is a technique in which you write down every idea that pops into your head on one subject: good, bad, outrageous. Once you have many ideas down, you sort through and use the best ones.

1. Reasons why this simple method may be useful.

   _____
   _____
   _____
   _____

2. Things that may be observed that you wouldn't read about in a job description.

   _____
   _____
   _____
   _____

Job shadowing is a perfect opportunity to talk to people about their own careers. Ask everyone you can on the job site about their work. You will be able to check on the validity of a conclusion you drew from observing. It is always important to ask about something you have seen. You will be able to get an immediate answer to a question.

Activity Ten

Report your observations. You may chose how you wish to do this.
Some people like to develop a chart with lists of specific things to look for.
Others like to write up a summary of the day. Whichever way you choose is fine as long as you keep your ears and eyes open.
Show your report to your instructor.

Education Investigation

There are many reasons for returning to school. People return to the workforce after years of raising children. Some have been injured on the job and have to return to school to retrain. Others are unhappy in their work and want to train for something new. Some of us never had the opportunity to finish our education. And too, because of the influence of technology on the workplace, some workers must learn new techniques as unskilled jobs become more and more obsolete.

Many of us have discovered that more education is needed - sometimes in a specific skill like typing or office management or in something like mathematics or communication.

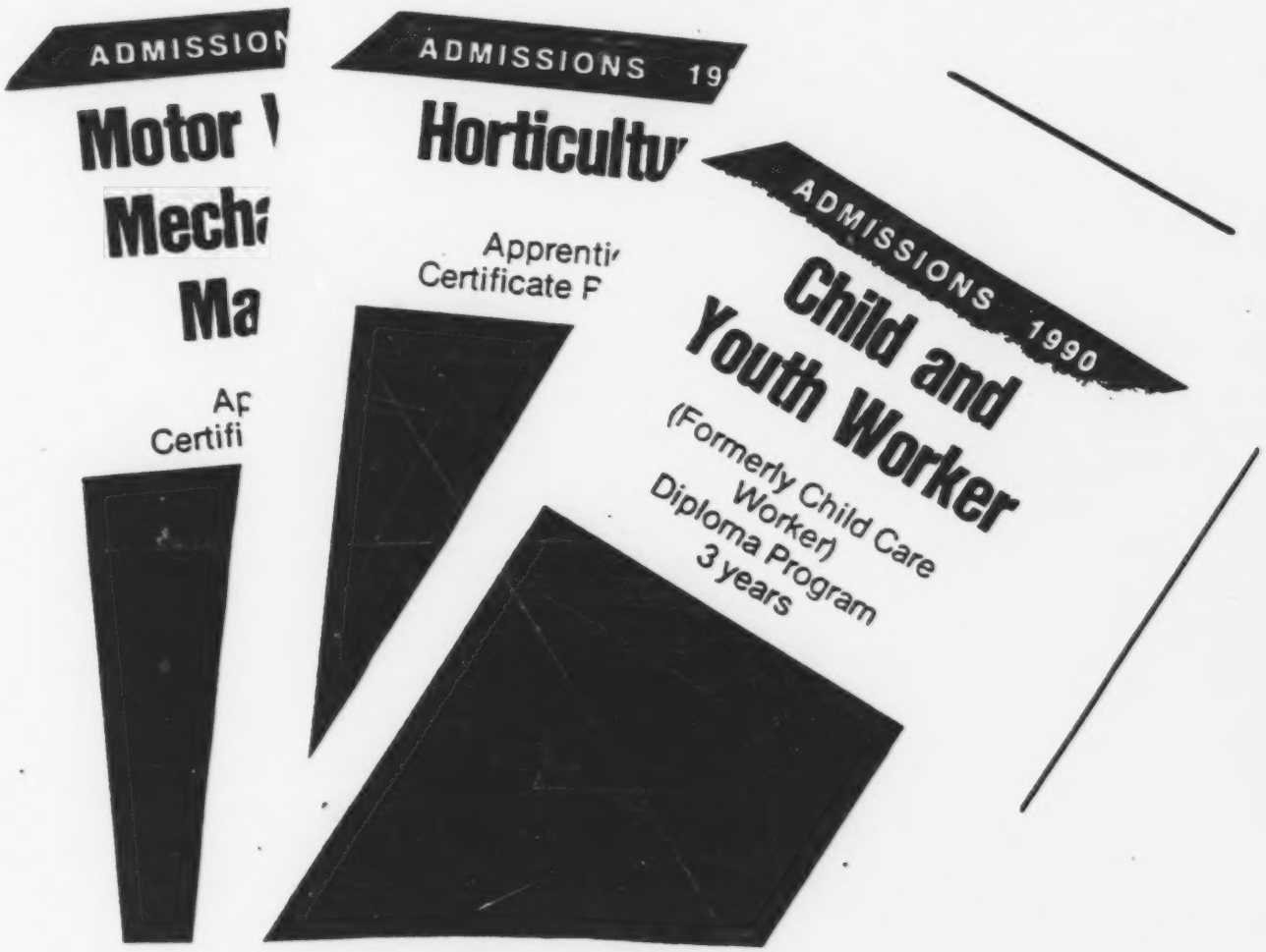
The information you gathered exploring the job market will help you decide on a occupation. It will also lead to a decision about training, re-training or on-the-job training.

Once you complete your OBS training, there are many options available to you. These may include:

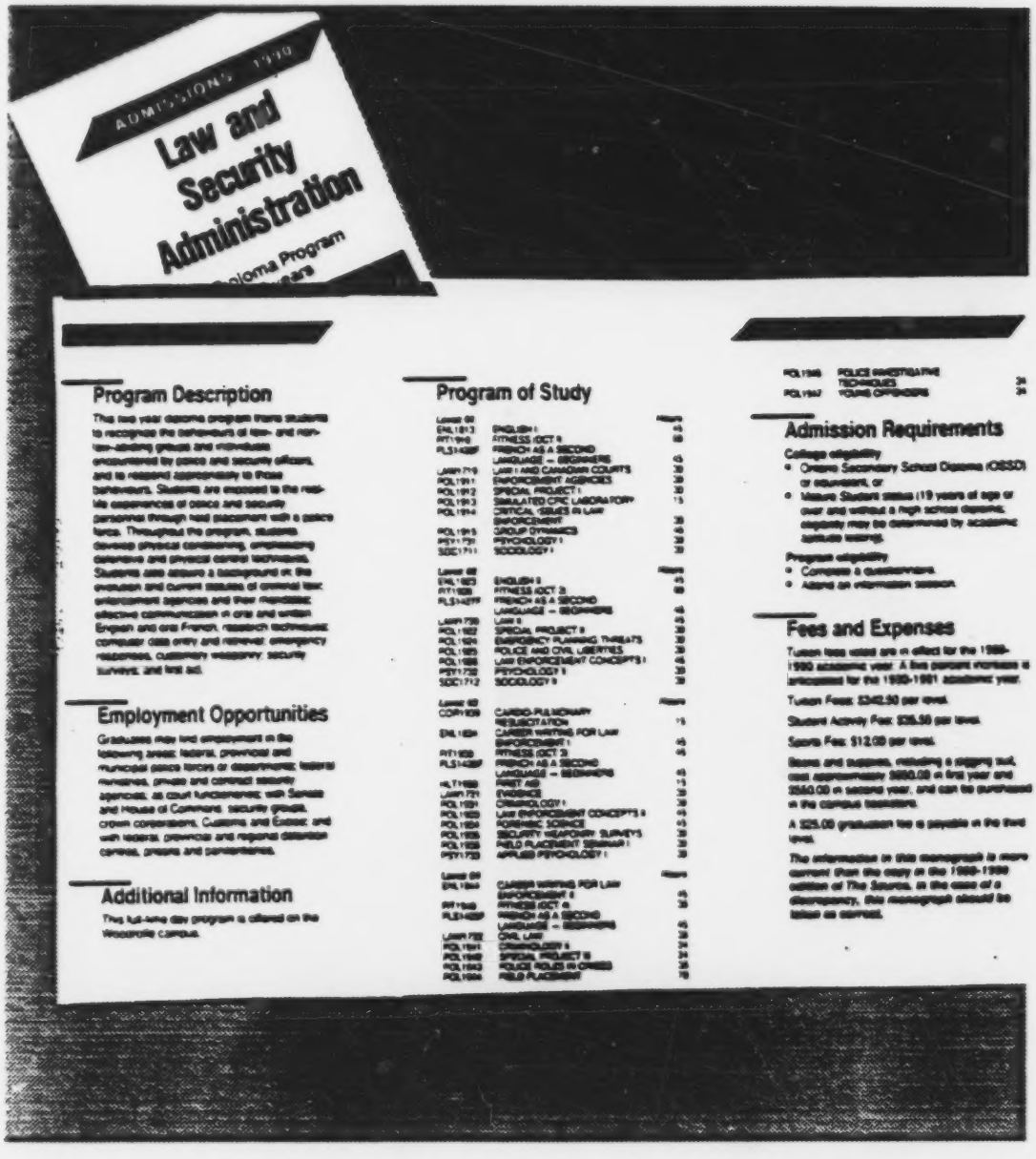
1. attending university,
2. attending a community college or technical institute
3. attending a vocational or private trade school
4. enrolling in an apprenticeship program
5. taking on-the-job training.

One of these options is to continue training at your community college. The next activities will provide you with some practice and hints for **college monographs.**

A monograph is an information pamphlet summarizing a college program.It is not meant to give you all the information you need. It usually contains a **program description, employment opportunities, program of study, admission requirements, fees and expenses** and **application information.** Every college has a different format for its monographs, but the information given should be about the same.



Here is a sample of a monograph.
It is for a Law and Security Administration Diploma Program.
It happens to be from ***Algonquin College*** in Ottawa.



ADMISSIONS 1990

Law and Security Administration

Diploma Program

Program Description

This two year diploma program trains students to recognize the behaviours of law- and non-law-abiding groups and individuals encountered by police and security officers, and to respond appropriately to those behaviours. Students are exposed to the real-life experiences of police and security personnel through field placement with a police force. Throughout the program, students develop physical conditioning, emphasizing defensive and physical control techniques. Students also acquire a background in the evolution and current statutes of criminal law, enforcement agencies and their responsibilities, effective communication in oral and written English and oral French, research techniques, computer data entry and retrieval, emergency responses, customary weaponry, security surveys, and first aid.

Employment Opportunities

Graduates may find employment in the following areas: federal, provincial and municipal police forces or departments; federal ministries, private and contract security agencies; as court functionaries; with Senate and House of Commons security groups, crown corporations, Customs and Excise; and with federal, provincial and regional detention centres, prisons and penitentiaries.

Additional Information

This full-time day program is offered on the Woodroffe campus.

Program of Study

Level 01
ENL1813 ENGLISH I
PHY1940 FITNESS (OCT I)
FLS1408F FRENCH AS A SECOND LANGUAGE — BEGINNERS
LAW179 LAW I AND CANADIAN COURTS
POL1911 ENFORCEMENT AGENCIES
POL1912 SPECIAL PROJECT I
POL1913 SIMULATED CPIC LABORATORY
POL1914 CRITICAL ISSUES IN LAW ENFORCEMENT
POL1915 GROUP DYNAMICS
PSY1731 PSYCHOLOGY I
SOC1711 SOCIOLOGY I

Level 02
ENL1823 ENGLISH II
PHY1938 FITNESS (OCT 2)
FLS1407F FRENCH AS A SECOND LANGUAGE — BEGINNERS
LAW739 LAW II
POL1922 SPECIAL PROJECT II
POL1923 EMERGENCY PLANNING THREATS
POL1925 POLICE AND CIVIL LIBERTIES
POL1928 LAW ENFORCEMENT CONCEPTS I
PSY1732 PSYCHOLOGY II
SOC1712 SOCIOLOGY II

Level 03
COP1309 CARDIO-PULMONARY RESUSCITATION
ENL1824 CAREER WRITING FOR LAW ENFORCEMENT I
PHY1939 FITNESS (OCT 3)
FLS1406F FRENCH AS A SECOND LANGUAGE — BEGINNERS
HLT1168 FIRST AID
LAW1731 EVIDENCE
POL1931 CRIMINOLOGY I
POL1932 LAW ENFORCEMENT CONCEPTS II
POL1934 FORENSIC SCIENCE
POL1935 SECURITY WEAPONRY SURVEYS
POL1936 FIELD PLACEMENT SEMINAR I
PSY1733 APPLIED PSYCHOLOGY I

Level 04
ENL1844 CAREER WRITING FOR LAW ENFORCEMENT II
PHY1940 FITNESS (OCT 4)
FLS1408F FRENCH AS A SECOND LANGUAGE — BEGINNERS
LAW172 CIVIL LAW
POL1941 CRIMINOLOGY II
POL1942 SPECIAL PROJECT III
POL1943 POLICE ROLES IN CRISIS
POL1944 FIELD PLACEMENT

POL1946 POLICE INVESTIGATIVE TECHNIQUES 3R
POL1947 YOUNG OFFENDERS 3R

Admission Requirements

College eligibility
- Ontario Secondary School Diploma (OSSD) or equivalent, or
- Mature Student status (19 years of age or over and without a high school diploma, eligibility may be determined by academic aptitude testing).

Program eligibility
- Complete a questionnaire.
- Attend an information session.

Fees and Expenses

Tuition fees noted are in effect for the 1989-1990 academic year. A five percent increase is anticipated for the 1990-1991 academic year.

Tuition Fees: $342.50 per level.

Student Activity Fee: $39.50 per level.

Sports Fee: $12.00 per level.

Books and supplies, including a lapping suit, cost approximately $650.00 in first year and $540.00 in second year, and can be purchased in the campus bookstore.

A $25.00 graduation fee is payable in the third level.

The information in this monograph is more current than the copy in the 1989-1990 edition of The Source, in the case of a discrepancy, this monograph should be taken as correct.

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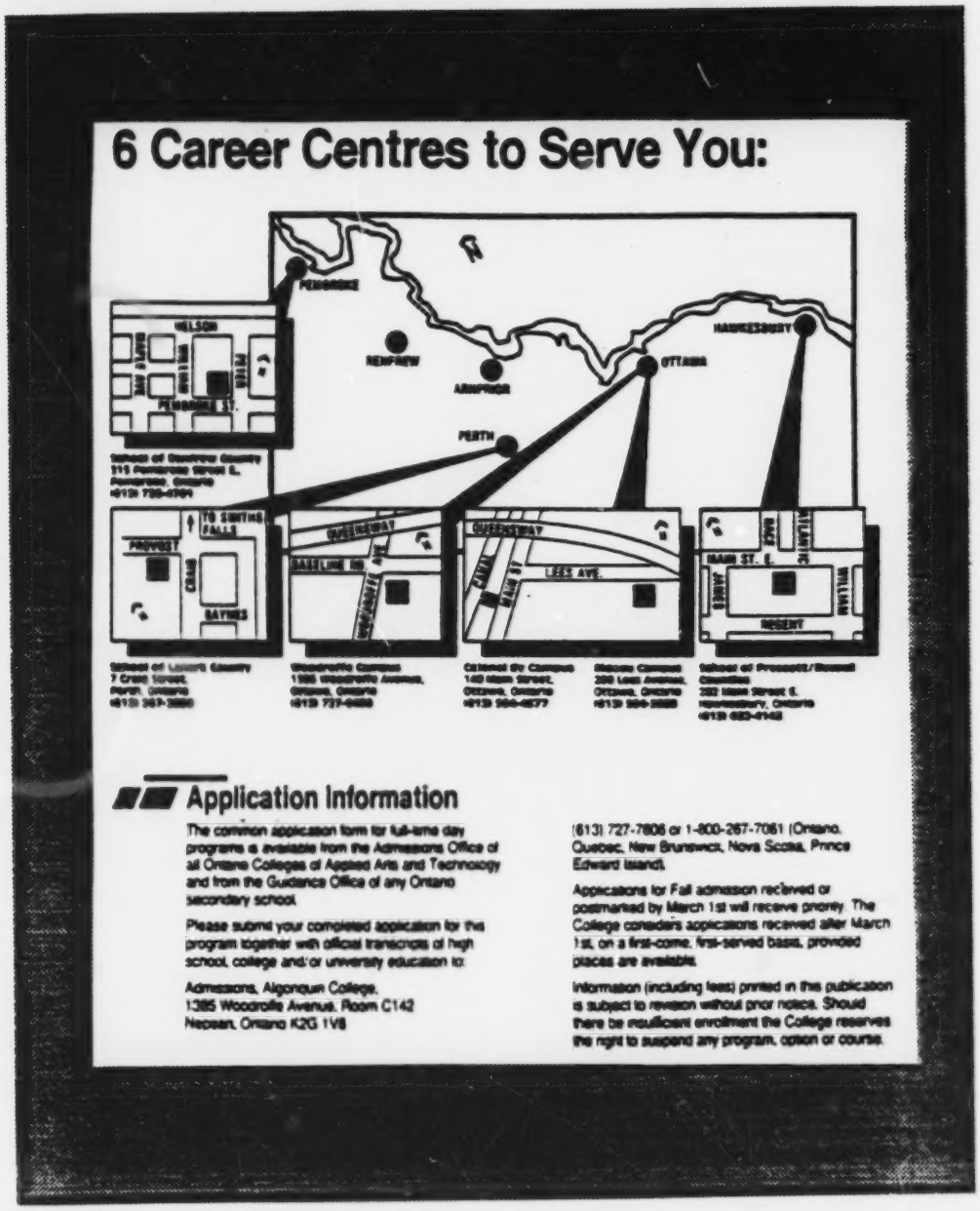
The back page of the example monograph.



6 Career Centres to Serve You:

PEMBROKE
RENFREW
ARNPRIOR
OTTAWA
HAWKESBURY
PERTH
WILSON
PEMBROKE ST.
TO SMITHS FALLS
PROVOST
CRAIG
BAYNES
QUEENSWAY
BASELINE RD
WOODROFFE AVE
QUEENSWAY
BANK
RIDEAU
MAIN ST.
LEES AVE.
MAIN ST. E.
BRIDGE
ASHBURY
WILLIAM
ROBERT

Application Information

The common application form for full-time day programs is available from the Admissions Office of all Ontario Colleges of Applied Arts and Technology and from the Guidance Office of any Ontario secondary school.

Please submit your completed application for this program together with official transcripts of high school, college and/or university education to:

Admissions, Algonquin College,
1385 Woodroffe Avenue, Room C142
Nepean, Ontario K2G 1V8

(613) 727-7808 or 1-800-267-7081 (Ontario, Quebec, New Brunswick, Nova Scotia, Prince Edward Island).

Applications for Fall admission received or postmarked by March 1st will receive priority. The College considers applications received after March 1st, on a first-come, first-served basis, provided places are available.

Information (including fees) printed in this publication is subject to revision without prior notice. Should there be insufficient enrollment the College reserves the right to suspend any program, option or course.

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Activity Eleven

Find two monographs from your local college. Choose something that you might really be interested in pursuing. Complete the following summary sheets about each course.

Full Name of Program _____

Location of Program _____

Admission Requirements _____

Two areas I could find employment in upon graduation _____

Cost per year _____

Where do I apply? _____

Subjects I will be taking
3 that sound interesting _____
1 or 2 that I am unfamiliar with _____

Is there work placement? _____

Full Name of Program _____

Location of Program _____

Admission Requirements _____

Two areas I could find employment in upon graduation _____

Cost per year _____

Where do I apply? _____

Subjects I will be taking
List 3 that sound interesting _____
List 1 or 2 that you are unfamiliar with _____

Is there work placement? _____

As you have just seen, monographs can give you important information. If a program looks good to you and if the career that it prepares you for meets the values you said were important to you, then go one step further. Get the calendar (college, university, training school) and study it. It will give you even more information.

Just as you investigated job options by using a variety of tools, it is necessary to investigate the best way to get the education or training you need. There are many places to get training. Leave no stone unturned!

Use your research skills and your energy to investigate a variety of programs.

Apprenticeship Programs

Another option you may wish to consider is an apprenticeship program. An apprenticeship program is a combination of on-the-job experience and in-school training. Through an apprenticeship program, you can learn to be a carpenter, an electrician, a baker, an automotive machinest, a horticulturalist, a cook, a painter and decorator or powerline installer.

There are many many more possible skilled occupations available through apprenticeships. The Ontario government has introduced special initiatives to interest more people in apprenticeships.

To get more information call this toll free number **1-800-387-5656.**

Activity Twelve

Invite an Industrial Training Consultant from one of the Ministry of Skills Development Apprenticeship Branch's field offices to come and speak to your class. The number of the office in your area can be found in the phone book (blue pages) under:

Government of Ontario

and then under

SKILLS DEVELOPMENT -Ministry of

Apprenticeship and Tradesman

Develop a set of questions to ask before your speaker arrives. Take notes during the presentation. Use these notes to summarize the information you gained. Hand in the summary to your teacher.

It is now time to formalize your plan. Fill out this form. Please print.

Part A: Occupation/Career Plan

Name _____

Address _____

_____

Telephone _____ **Best hours to call** _____

Language(s) _____

Level of education completed

grade _____
place or city taken _____
year _____

Other courses taken

what _____
what place or city _____
when _____

Equipment I can operate well _____

_____

Licences, certificates or diplomas I have earned _____

_____

Present Employer

Name _____
Address _____
Telephone _____

Past Employers

Name _____
Address _____
Telephone _____

Name _____
Address _____
Telephone _____

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Part B: Employment Investigation Summary

Occupation Investigated	When?	How?
eg. chef	*June 1 - 5*	*monograph* *job shadowed*
1.		
2.		
3.		
4.		
5.		

I have chosen _____ as an occupation.

I chose this occupation because.....

_____
_____
_____
_____
_____
_____
_____

I am prepared for this occupation. ☐ yes ☐ no
I am ready to conduct a job search. ☐ yes If yes, skip part C.

Part C Education / Training Plan

I have decided that I need more training to get the job I want. ☐ yes

The education or training requirements for _____
(occupation you chose)

are _____
(grade 12, college, univeristy)

I can get this training

1. _____ name of school
_____ address
_____ phone
_____ cost
_____ course description
_____ start/finish date
_____ length of course

2. _____ name of school
_____ address
_____ phone
_____ cost
_____ course description
_____ start/finish date
_____ length of course

I have decided to _____.

Continue with **Job Search** in the next section. You will learn useful techniques that you soon will be able to use.

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Self-Evaluation

1) Did I collect adequate and accurate information on the 3 occupations I studied? yes no

2) Have I examined alternatives to determine whether each is likely to give me the satisfaction I expect (values test) ? yes no

3) Have I determined whether I need more training or if I am presently ready to actively job search? yes no

---

You may still be unsure of a career choice. If so, repeat the process.....as many times as is necessary.

Perhaps you started this unit knowing what job you wanted. That's great! After investigating it thoroughly, do you feel the same way? You may have changed your mind, discovered something else appealing, or decided to remain with your original plan. **There are no wrong answers.** The important thing is that you thoroughly investigate any job, occupation, or career before you make any decison. It is too important to leave to chance.

This section is complete.....that doesn't mean your task is finished however. In the next section, you will explore actual ways to go after the job you chose. It is commonly known as **job search**. Investigating your job choice is important— spending time in preparation is equally vital.

Job Search

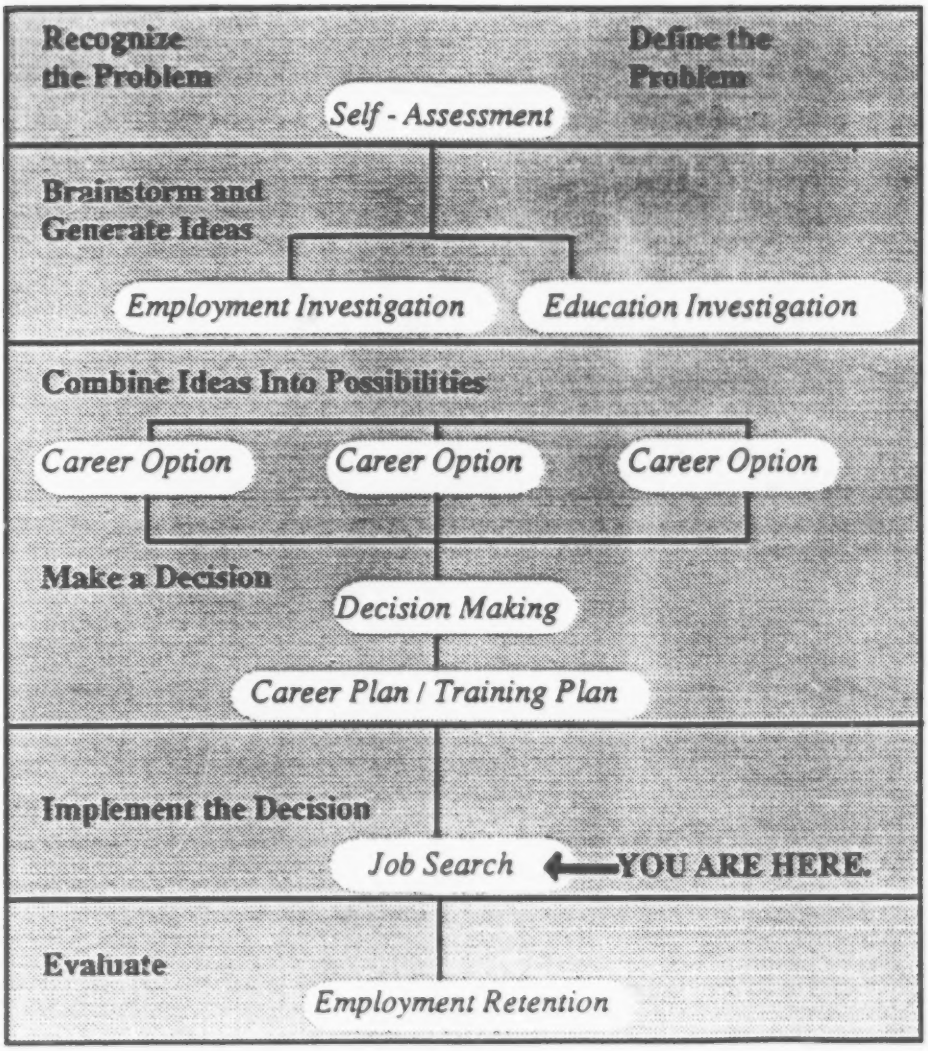
Date begun_____

Date completed_____

Job Search

By completing the activities in part one and two of the **Career Planning Unit**, you have worked through the problem solving process and have decided on a job that matches your skills.

Here is an overview of that Career Planning Process.



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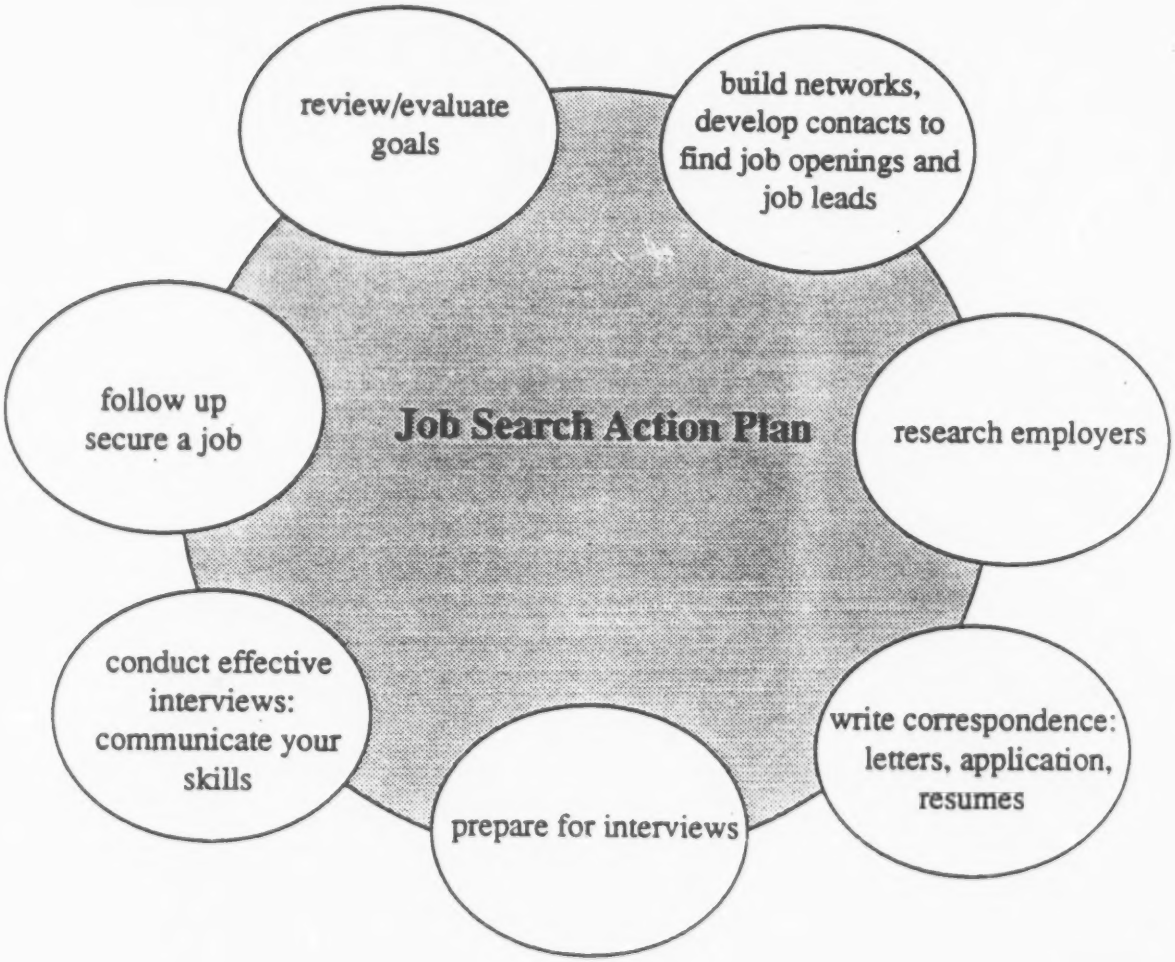
Planning your job search

You are now ready to design your **Job Search Action Plan** and implement your decision - to get that job.

Learning about job search skills is the next step in the Career Planning process.

Finding and obtaining the right kind of job requires a job search plan. A good plan of action will help you get that job.!


review/evaluate goals
build networks, develop contacts to find job openings and job leads
follow up secure a job
Job Search Action Plan
research employers
conduct effective interviews: communicate your skills
write correspondence: letters, application, resumes
prepare for interviews

Starting your job search

Most people begin their job search by reading the want ads.

Finding a job opening using traditional methods may be helpful.

Think about methods you have used.

Activity One

Read each statement and place a √ in the appropriate column.
Space is provided for you to add other methods to the list.

Job finding methods I have used.....	yes	no
• read want ads		
• read professional journals, publications		
• registered with Canada Employment Centres		
• registered with school Placement Centres		
• used Personnel Centres		
• mailed out resumes		
• other (s)		

Watch Out!

Reading the local newspaper may be your first step but it is not your best course of action. Keep the Classified Ads or Help Wanted Ads in perspective.

Many people read the newspaper and many employers use the newpaper to communicate a variety of messages to the general public.

Be careful of....

Blind ads.

Here are examples:

$ 8.32/Hour
GUARANTEED, First call 726-9026 for tape recorded information.Then call 726 -0125 to apply.

DRIVERS -$25,000-$40,000
Pick and deliver small packages in the Ottawa-Hull area. With over 20 years in the business, we are acquiring new business on a daily basis. All you need is a small car or truck, and a desire to earn more than you ever have. We'll show you how. Come see us at 251 Bank St. Suite 705.

EARN up to $500 per week. Assemblers wanted, no experience required. Will train. Call 1-807-6222-7580 Or 1-313 -983-1941(24 hours).

Most blind ads do not identify the employer.
A business places these ads to receive more responses than they would if they were identified.

Be careful of.....

Placing ads.

Here are examples.

ESTIMATOR in construction and renovations, residential and commercial, 15 years experience. Call after 5 evgs. 1-938-9463, ask for Robert.

PRINTER, looking for full time position days, or rotating shift, capable of running a wide range of single or multi color presses, from 25" to 40". 836-5567.

WORDPERFECT operator/office help, fully bilingual, looking for part-time evening work. 523-4392.

People looking for employment sometimes place ads. They let employers know of their availability. This method may get you responses from unreliable employers who have unrewarding offers.

Automotive Help Wanted...192
Child Care 168
Cleaning Help Wanted 201
Computer Help Wanted.....195
Construction Help Wanted 193
Domestic Help Wanted.....202
Domestics Available.....206
Employment Services.....197
Foreign Jobs.....198
Hair Stylists Wanted 190
Help Wanted.....180
Hospital Help Wanted.....200
Hotel Help Wanted 188
Jobs Wanted 228
Musical Talent.....232
Office Help Wanted 182
Professional Help Wanted.196
Professional Positions Wanted220
Restaurant Help Wanted...186
Retail Sales Help.....185
Sales Help Wanted.....184
Teachers Wanted 214
Technical Help Wanted.....194
Temporary and Part-time Help183

Hint:

Ads are listed in alphabetical order.
Ads are sometimes listed by job titles in the index.
Here is a sample.

Responding to want ads

Practice interpreting and responding to want ads.

For this next section, you will need a copy of your local or community newspaper.

Activity Two

Using your newspaper, locate the classified section.
Write the section page number(s) _____.

Now, find one example of a blind ad. Clip or copy the ad.
Use the space below.

Would you answer this ad? yes__ no__

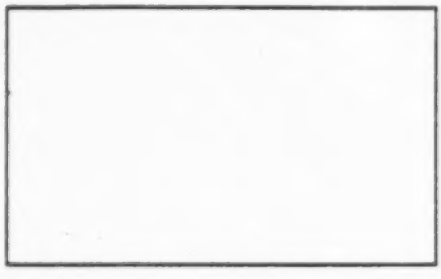
Explain your answer.

Matching duties with skills experience

It is important to learn how to compare the duties listed in the want ad with your skills and experience.

Activity Three
Part A

Look carefully at the Classified Ads. Circle the ads you might follow up. Select one ad. Clip or copy the ad. Use the space below.



Part B

Below are two columns. Using the ad you just selected, match your skills with the duties listed. Write your answers in the space below.

What are the duties listed in the ad?	What are the skills you have?
• experience cooking	cooked for 8 people daily for 3 years
• _____	_____
• _____	_____
• _____	_____

You can request a **Job Description** from an employer.
Call to get one!

Look at this example.

Job Description Clerical Position **Job Grade**

Division or Head Office	District of Group	Branch / Dept.
Approved Job Title		

TYPIST Reports to	Posts Supervised NONE
CLERICAL SUPERVISORS OR ASSISTANT/ADMINISTRATION MANAGER Basic Functions	

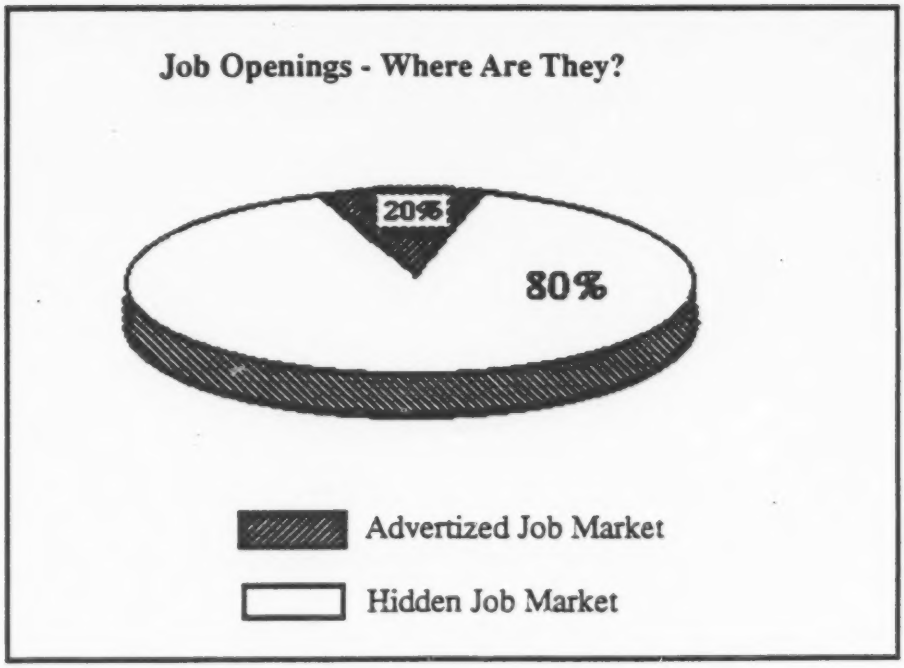
Perform routine typing duties

Major Duties	Estimated % Time
• Type sundry correspondence and perform routine typing duties relating to deposit and loan accounts, securities, safekeeping and collateral, SDI's, returns etc. • Maintain and update policies and procedures • Perform various filing duties and maintain correspondence files. • Prepare outgoing mail. • Assist with clerical and accounting duties and provide typing support to the steno as required. • Perform other specific tasks as may be directed from time to time.	

As a prospective applicant, review the detailed listings of responsibilities. Make reference to the duties when you prepare your list of skills. Be prepared to recognize skills you need to improve or learn.

Keep looking!

Understanding the job market will help you design an effective job search action plan and improve your chances of finding a job. Experts in Career Development and Job Search believe that approximately **80 to 85% of the job openings** or employment needs which exist on any given day are **not advertized** in the public media.



Activity Four

How and where can you get that job in a hidden job market?

With a partner, discuss the questions. Think about possible solutions.

Prepare a list of these alternative courses of action to finding a job opening in a hidden job market. Use the space below to write your answers.

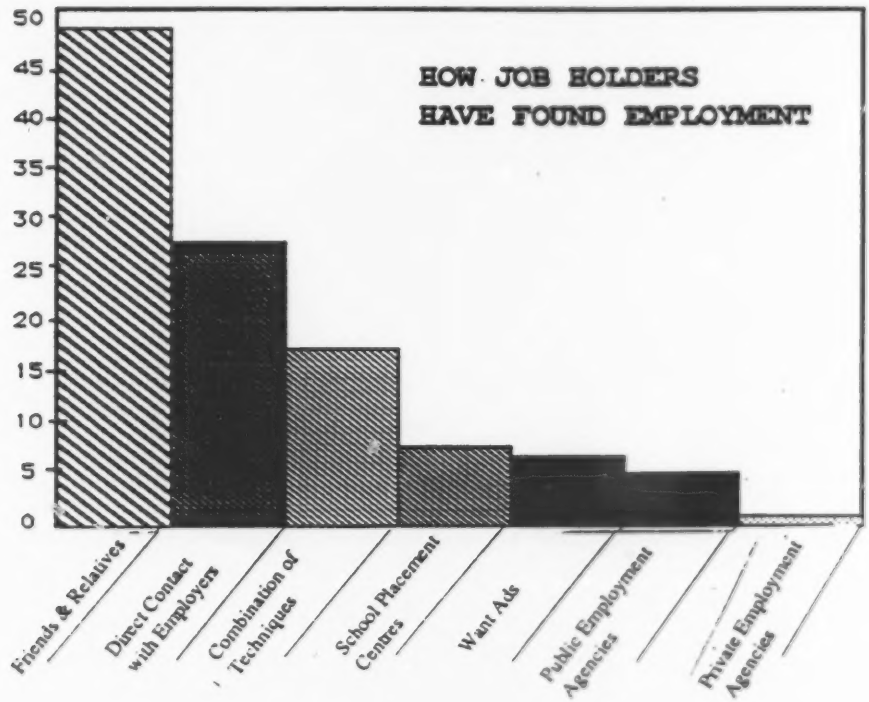
1. _____

2. _____

3. _____

Compare your list with the findings in the following graph. Be prepared to share your answers with the group.

The bar graph below **highlights** the distribution of the 80% hidden job market. The graph describes how job holders have found their employement.



Activity Five

Look at the graph carefully. Answer these questions.

Question:

About 5% of the job holders found their jobs using want ads. What percent found their jobs using friends and relatives?

Answer: _____%

Question:

When you combine friends, relatives and direct contacts with employers, what is the total percent?

Answer: _____%

Question:

What do you decide is the most successful job finding method? Use the graph to support your answers.

Answer:

_____

_____

_____

_____

_____

Summary

Employment experts agree that people who.....

- appear in the right place at the right time;
- hear about jobs by word of mouth;
- make contact directly with employers.....

find the jobs.

Employment experts believe that many employers fill positions in three ways.

- Employers fill positions with their friends or by people recommended to them.
- Employers fill positions with friends of their employees.
- Employers fill positions with people who have applied directly to them without knowing that any openings existed.

Activity Six

1. Invite local employers to form a panel to discusss these statements.
2. You may develop a questionnaire to collect the observations and feedback. (optional)
3. You can take notes during the presentation which may help you later.
4. Record the dialogue if appropriate. After the discussion, evaluate the speakers and the content of their presentations.
5. Finally, write a short summary paragraph or give an oral report. Summarize the speakers' message to you. Explain how it relates to your future employment plan.

Self-Evaluation _____

Activity Seven

How are you doing so far?
√ yes or no.

	yes	no
I can name at least five ways to locate a job opening. _____		
I can name at least five new contacts. _____		
I know where to find job advertisements in the newspaper. _____		
I can understand job duties in ads and how they match my skills. _____		

If you have answered yes to all the questions, you are ready for the next step.....**application forms**.

If you haven't answered yes, refer your concerns to your teacher or your group.

Reflection...

Looking for a job is full-time work.

You may knock on a dozen doors
and contact many employers before
you find a position that is right for
you.

Remember - the job search process is long!

Don't be discouraged.

Keep looking!

Developing your lists of contacts

Exploring all your possible contacts will increase the number of job openings for you.

Remember to concentrate your efforts and attention on the sources that will bring you the best results.

The telephone book is one of your most important sources of information.

Activity Eight

Using the white pages of the telephone book, list ten personal contacts. Record the information in the chart below.

Name	Address	Telephone

How can this person help? _____

_____

_____

How will I approach this person? _____

_____

_____

Name	Address	Telephone

How can this person help? _____

How will I approach this person? _____

Name	Address	Telephone

How can this person help? _____

How will I approach this person? _____

Name	Address	Telephone

How can this person help? _____

How will I approach this person? _____

Name	Address	Telephone

How can this person help? _____

How will I approach this person? _____

Name	Address	Telephone

How can this person help?_____

How will I approach this person?_____

Name	Address	Telephone

How can this person help?_____

How will I approach this person?_____

Name	Address	Telephone

How can this person help? _____

_____

_____

How will I approach this person? _____

_____

_____

Name	Address	Telphone

How can this person help? _____

_____

_____

How will I approach this person? _____

_____

_____

The next activity will acquaint you with other sources of information in the telephone book.

Name	Address	Telephone

How can this person help? _____

_____

_____

How will I approach this person? _____

_____

_____

Name	Address	Telephone

How can this person help? _____

_____

_____

How will I approach this person? _____

_____

_____

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Name	Address	Telephone

How can this person help? _____

How will I approach this person? _____

Name	Address	Telephone

How can this person help? _____

How will I approach this person? _____

Name | Address | Telephone

How can this person help?

How will I approach this person?

Name | Address | Telephone

How can this person help?

How will I approach this person?

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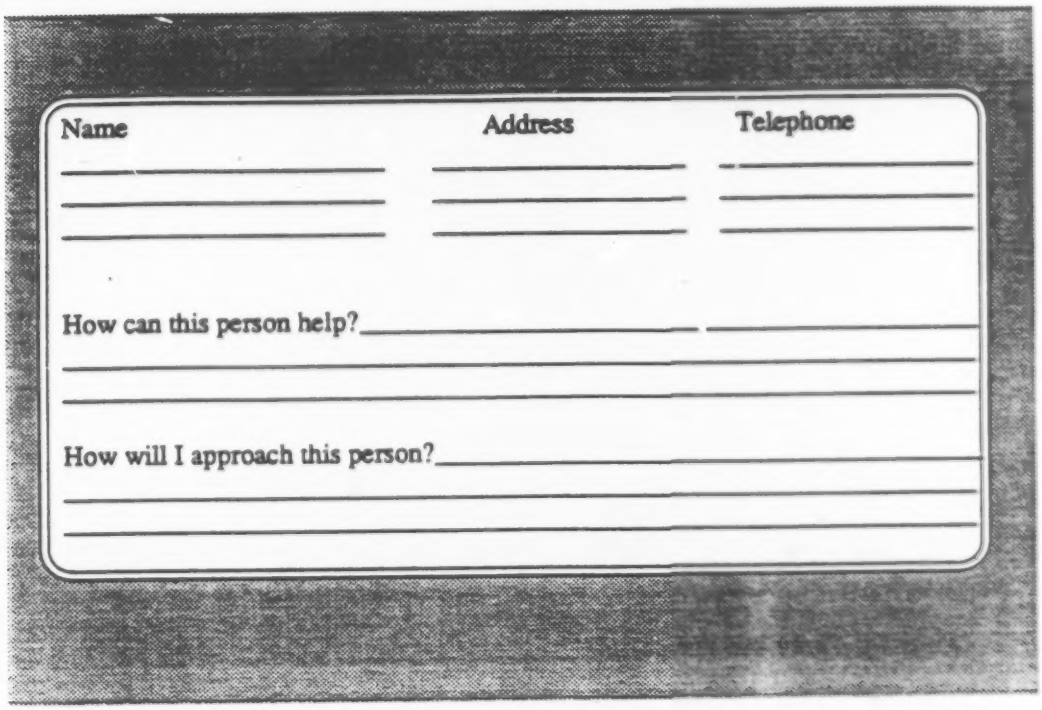

Name
Address
Telephone
How can this person help?
How will I approach this person?

Following up with contacts

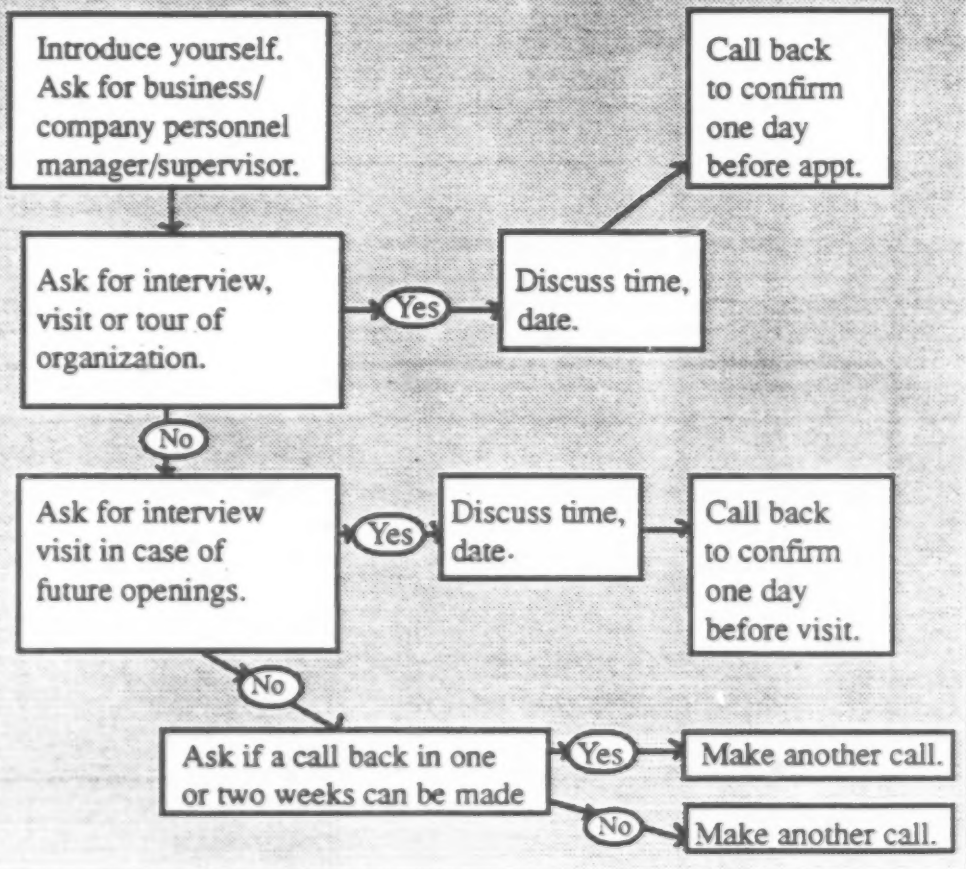
Once you have developed a list of contacts and found potential job openings, you need to follow up.

Before you make a direct phone call requesting information about a company product and hiring practices, you need to be prepared.

Activity Eleven

Here is a flow chart to help you develop your script.

Telephone Script Flow Chart


Introduce yourself. Ask for business/ company personnel manager/supervisor.
Ask for interview, visit or tour of organization.
Yes
Discuss time, date.
Call back to confirm one day before appt.
No
Ask for interview visit in case of future openings.
Yes
Discuss time, date.
Call back to confirm one day before visit.
No
Ask if a call back in one or two weeks can be made
Yes
Make another call.
No
Make another call.

Telephone Script _____

Activity Twelve

Write a telephone script between you and the employer.
Include a list of questions you might ask.

Practice reading your script by yourself or with a friend.

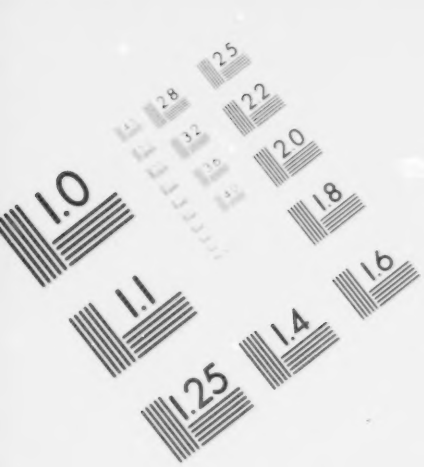
Tape recording or videotaping are other ways to practice your script, get feedback and improve your delivery.

Getting Organized

Use the following sample monitoring sheet to record calls, appointments, visits, interviews and results.

Job Planner Monitoring Sheet

Name of Employer	Date Contacted	Name of Person Contacted	Information given/received	Follow-up	Job Title
Ontario Hydro 777 Righ Dr. Toronto, Ontario 2H1 3M2	9:00 May 20	Met Director of Personnel Met supervisor	recomm. I see manager appt. to visit production area discussed & confirmed	will call in 2 wks.	

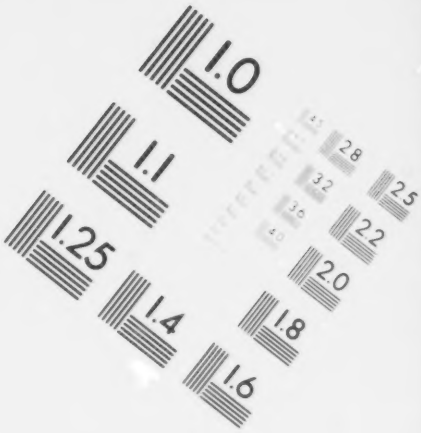


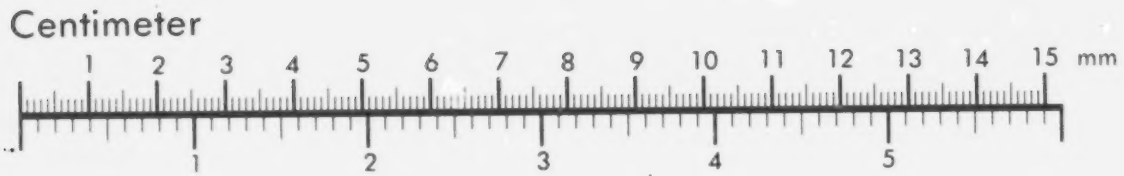
AIIM

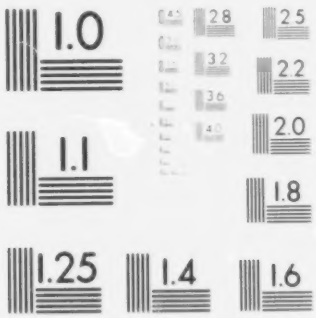
Association for Information and Image Management

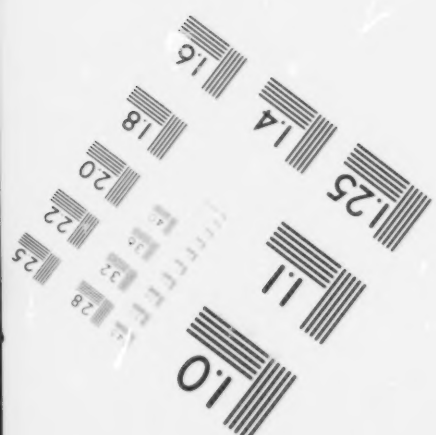
1100 Wayne Avenue, Suite 1100
Silver Spring, Maryland 20910

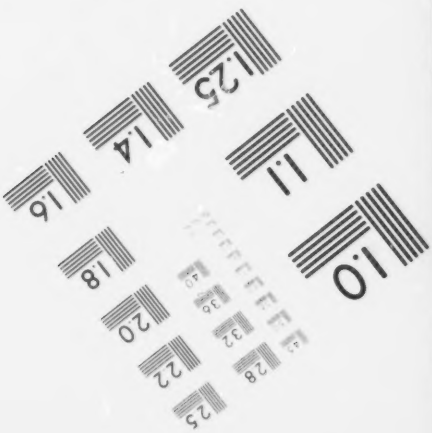
301/587-8202











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BY APPLIED IMAGE, INC.

Summary

Now that you have your list of contacts, you need the right information to send potential employers.

You are ready to move on to **application forms**.
You must have this prepared before you meet the employer.

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Introduction to application forms

As an applicant, you must be well prepared to provide your employer with information that will demonstrate your skills and ability to do the job.

As an applicant, you must also be aware of **your rights** before you complete your application form. You must also be aware of the **employer's rights.** There are certain kinds of questions that, by law, may not be appropriately asked either on an application form or in an interview. Other questions are legal in certain circumstances. Some questions are legal and relevant.

You need to inform yourself.

Knowing your rights

Do you know your rights?

Activity Thirteen

Use a √ mark to indicate whether you feel the question is appropriate or inappropriate for an employer to ask.

On an application form an employer can ask...	appropriate	inappropriate
1. your sex, age and marital status		
2. what public or elementary school you attended		
3. whether you are legally entitled to work in Canada		
4. your citizenship		
5. what church you attend		
6. what clubs or organizations you belong to		
7. what high school or university you attended		
8. your mother tongue		
9. the names of your previous employers		

Check your answers with the explanation on the next page.

1. **Inappropriate.**

   You should not be asked sex, age, and marital status (married; divorced; common-in-law; single; separated; maiden or birth name) Questions about children, dependents; child care arrangements, child-bearing plans; pregnancy; birth control; information about spouse, second income, insurance beneficiaries' relationship of person to be notified in case of emergency may not be made. Questions about height and weight are also inappropriate.

2. **Inappropriate:**

   You should not be asked about the name and location of the elementary school. However, job related questions such as: grade/level completed; degrees/ diploma level obtained; courses of study may be asked.

3. **Appropriate:**

   You may be asked if you are legally entitled to work in Canada.

4. **Inappropriate:**

   You should not be asked about your citizenship because it may provide information about your national origin.

5. **Inappropriate:**

   You may not be asked what church you attend or about religious holidays or customs you observe.

6. **Inappropriate:**

You may not be asked to list memberships or organizations.

7. **Appropriate.**

You may be asked your high school, college or university background and for verification of educational background.

8. **Inappropriate**

You may not be asked what language is spoken in your home, because it solicits information about your national origin.

9. **Appropriate**

You may be asked about previous employers.

The questions and answers have been adapted from Employment Application Forms and Interviews. Complete information about the kinds of questions an employer may or may not ask can be obtained from:

The Ontario Human Rights Commission
623 - 55 St. Clair Avenue East
Toronto, Ontario M4T 1M2
Telephone: (416) 966-5527

The Canadian Human Rights Commission
400-90 Sparks Street
Ottawa, Ontario K1A 1E1
Telephone: (613) 995 -1151

Knowing your rights

Keep in mind that you always have a choice.

Handle the questions as best as you can. Rely on common sense and your good judgment when you are asked a difficult question.

Activity Fourteen

Prepare a list of items and questions you have had difficulty with when filling out an application form. Discuss these with a friend, teacher or counselor.

Application Forms

Now that you have considered legal rights, you are ready to complete an application form.

Most employers today, whether they are a small business operation, a large corporation or a government employment agency, ask that you complete an application form.

Your first contact with the employer may be the application form. How well you have prepared and completed the application form will be assessed by the employer. A complete and neat application form will catch the employer's attention and may get you the interview.

Most application forms ask for the same information.

PERSONAL DATA

EDUCATIONAL BACKGROUND

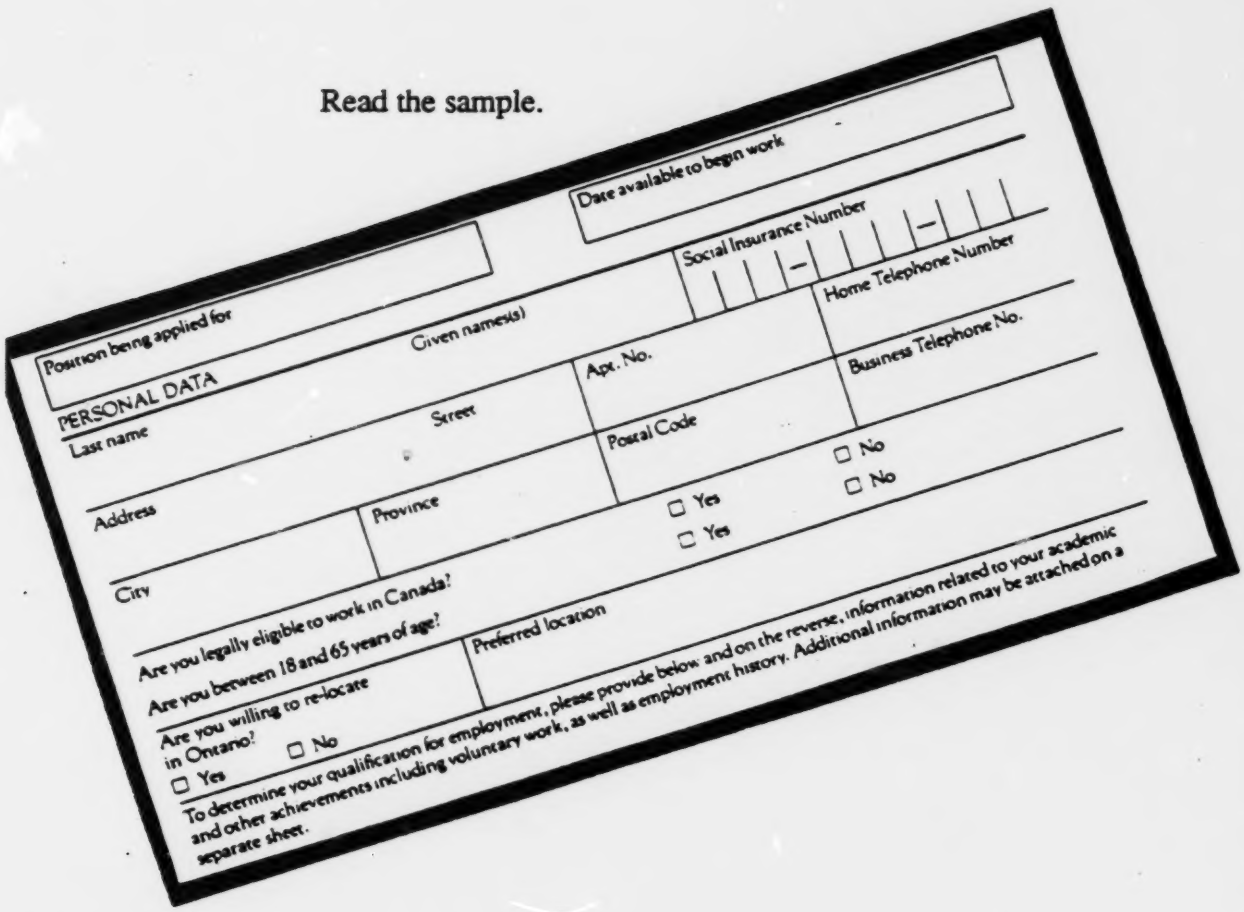
EMPLOYMENT BACKGROUND

Compiling this information is your first step.

Getting ready

Let's look at the first part called
PERSONAL DATA or PERSONAL INFORMATION

Read the sample.



Position being applied for

Date available to begin work

PERSONAL DATA

Last name

Given name(s)

Social Insurance Number

Address

Street

Apt. No.

Home Telephone Number

City

Province

Postal Code

Business Telephone No.

Are you legally eligible to work in Canada? ☐ Yes ☐ No

Are you between 18 and 65 years of age? ☐ Yes ☐ No

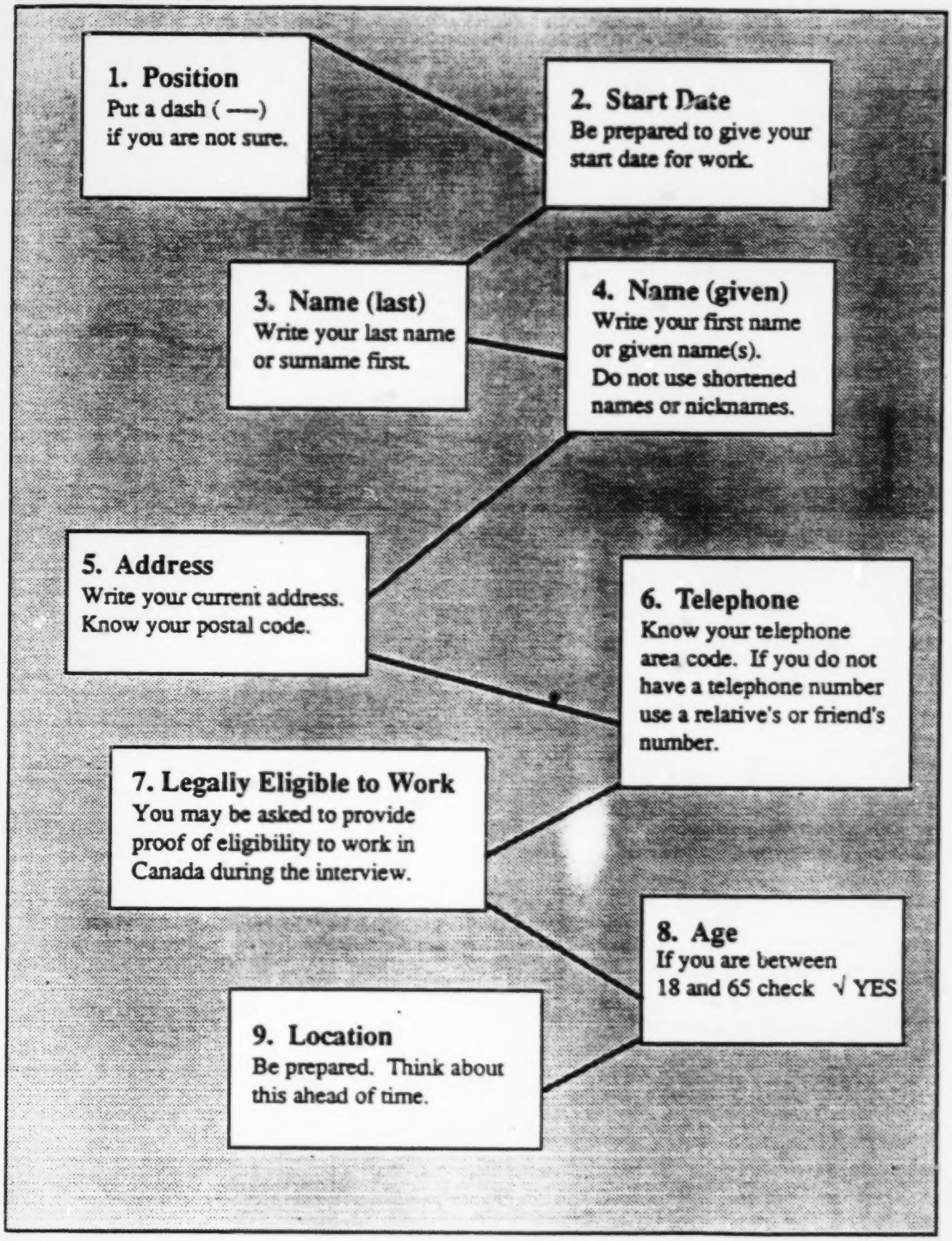
Are you willing to re-locate in Ontario? ☐ Yes ☐ No

Preferred location

To determine your qualification for employment, please provide below and on the reverse, information related to your academic and other achievements including voluntary work, as well as employment history. Additional information may be attached on a separate sheet.

Look at the next page for **Hints.**

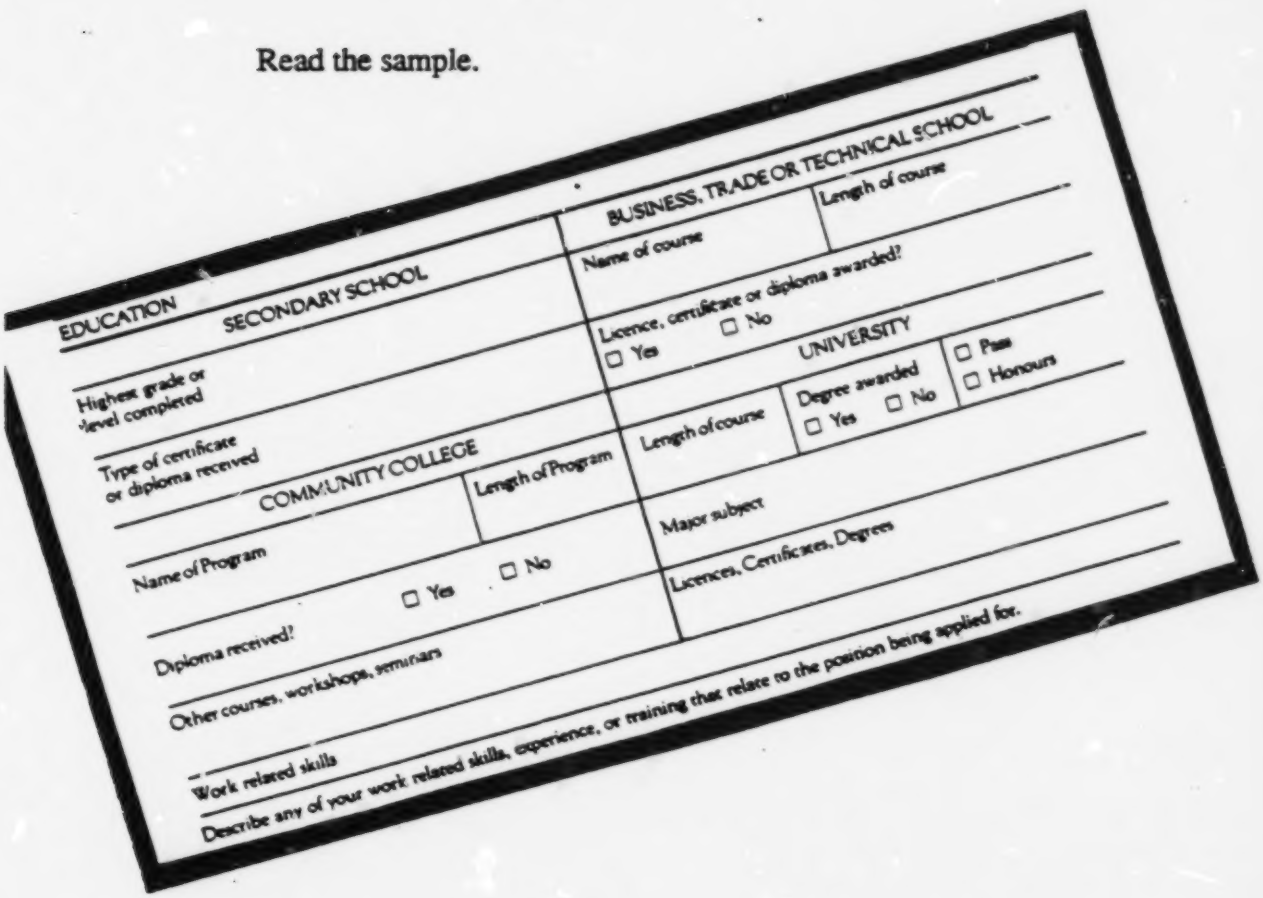
PERSONAL DATA


1. Position
Put a dash (—) if you are not sure.
2. Start Date
Be prepared to give your start date for work.
3. Name (last)
Write your last name or surname first.
4. Name (given)
Write your first name or given name(s). Do not use shortened names or nicknames.
5. Address
Write your current address. Know your postal code.
6. Telephone
Know your telephone area code. If you do not have a telephone number use a relative's or friend's number.
7. Legally Eligible to Work
You may be asked to provide proof of eligibility to work in Canada during the interview.
8. Age
If you are between 18 and 65 check √ YES
9. Location
Be prepared. Think about this ahead of time.

Let's look at the next part - EDUCATION

Application forms may be different
They may be more difficult than this one to fill out.

Read the sample.



EDUCATION

SECONDARY SCHOOL

Highest grade or level completed

Type of certificate or diploma received

COMMUNITY COLLEGE

Name of Program

Length of Program

Diploma received? ☐ Yes ☐ No

Other courses, workshops, seminars

Work related skills

Describe any of your work related skills, experience, or training that relate to the position being applied for.

BUSINESS, TRADE OR TECHNICAL SCHOOL

Name of course

Length of course

Licence, certificate or diploma awarded?
☐ Yes ☐ No

UNIVERSITY

Length of course

Degree awarded ☐ Yes ☐ No

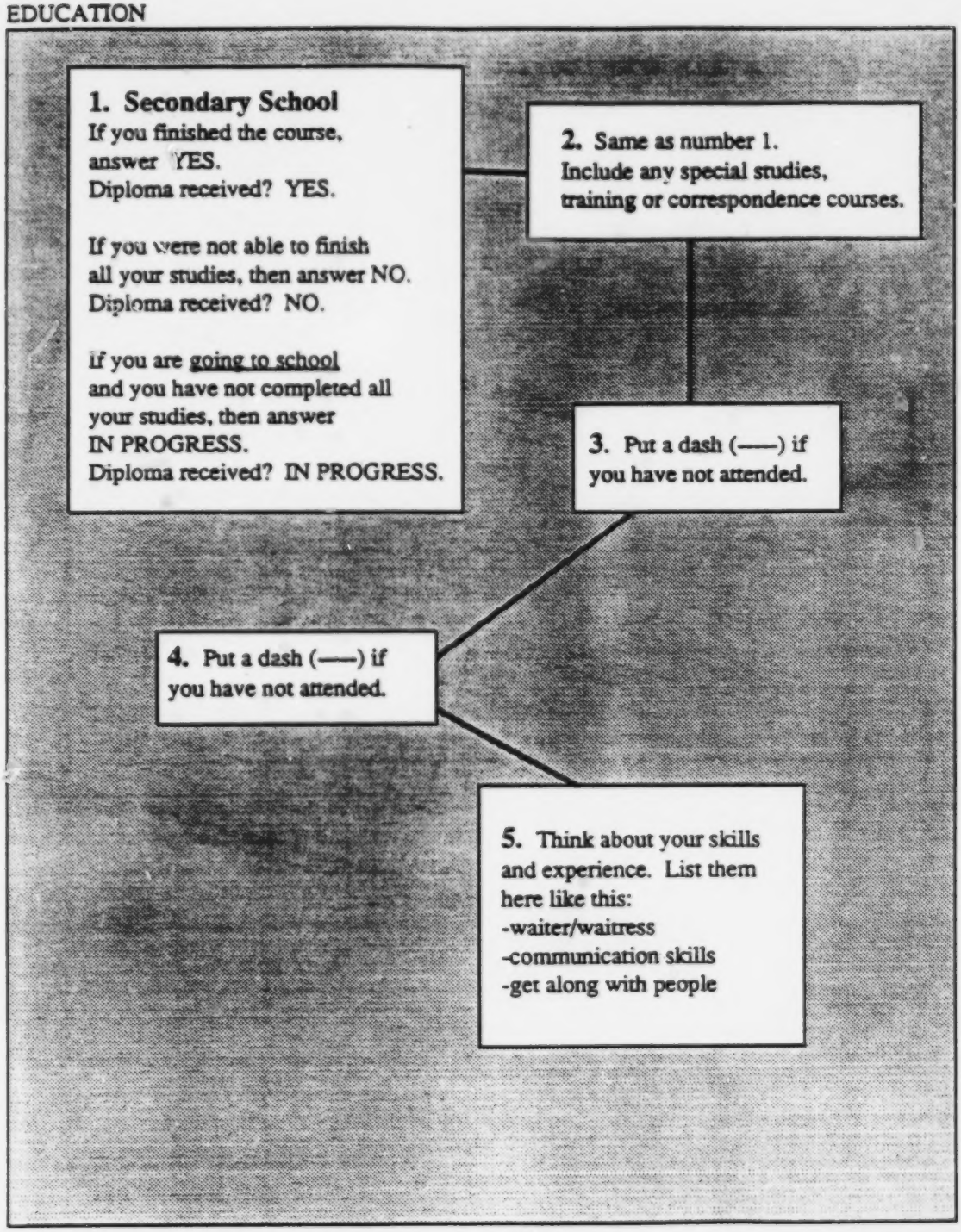
☐ Pass
☐ Honours

Major subject

Licences, Certificates, Degrees

Hints for fiiling out this section follow.

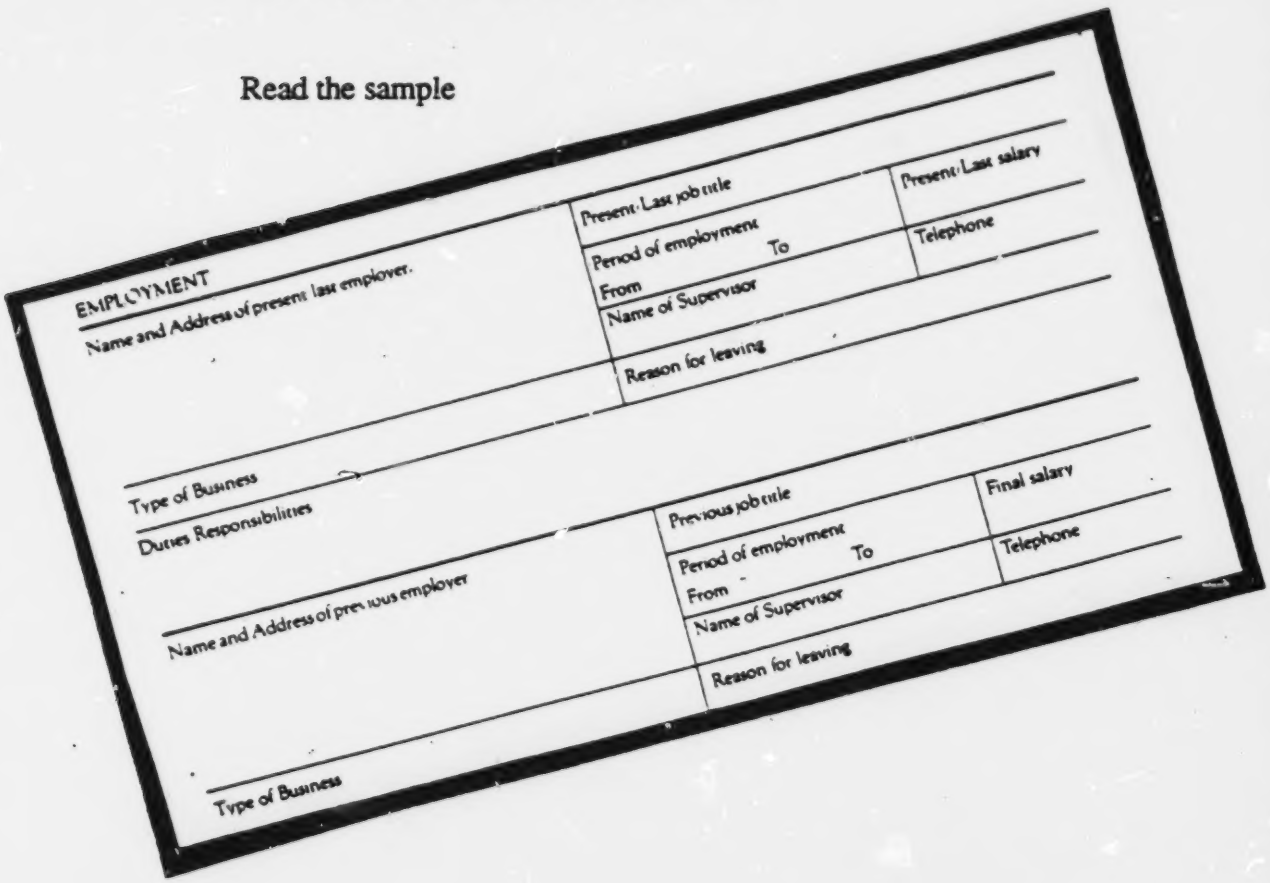
EDUCATION


1. Secondary School
If you finished the course, answer YES.
Diploma received? YES.
If you were not able to finish all your studies, then answer NO.
Diploma received? NO.
If you are going to school and you have not completed all your studies, then answer IN PROGRESS.
Diploma received? IN PROGRESS.
2. Same as number 1. Include any special studies, training or correspondence courses.
3. Put a dash (——) if you have not attended.
4. Put a dash (——) if you have not attended.
5. Think about your skills and experience. List them here like this:
-waiter/waitress
-communication skills
-get along with people

The next section is EMPLOYMENT.

The terms work experience or job experience mean a list of places you have worked.
This is your EMPLOYMENT RECORD.

Read the sample



Hints follow.

Note: You may have more than one employer to list.

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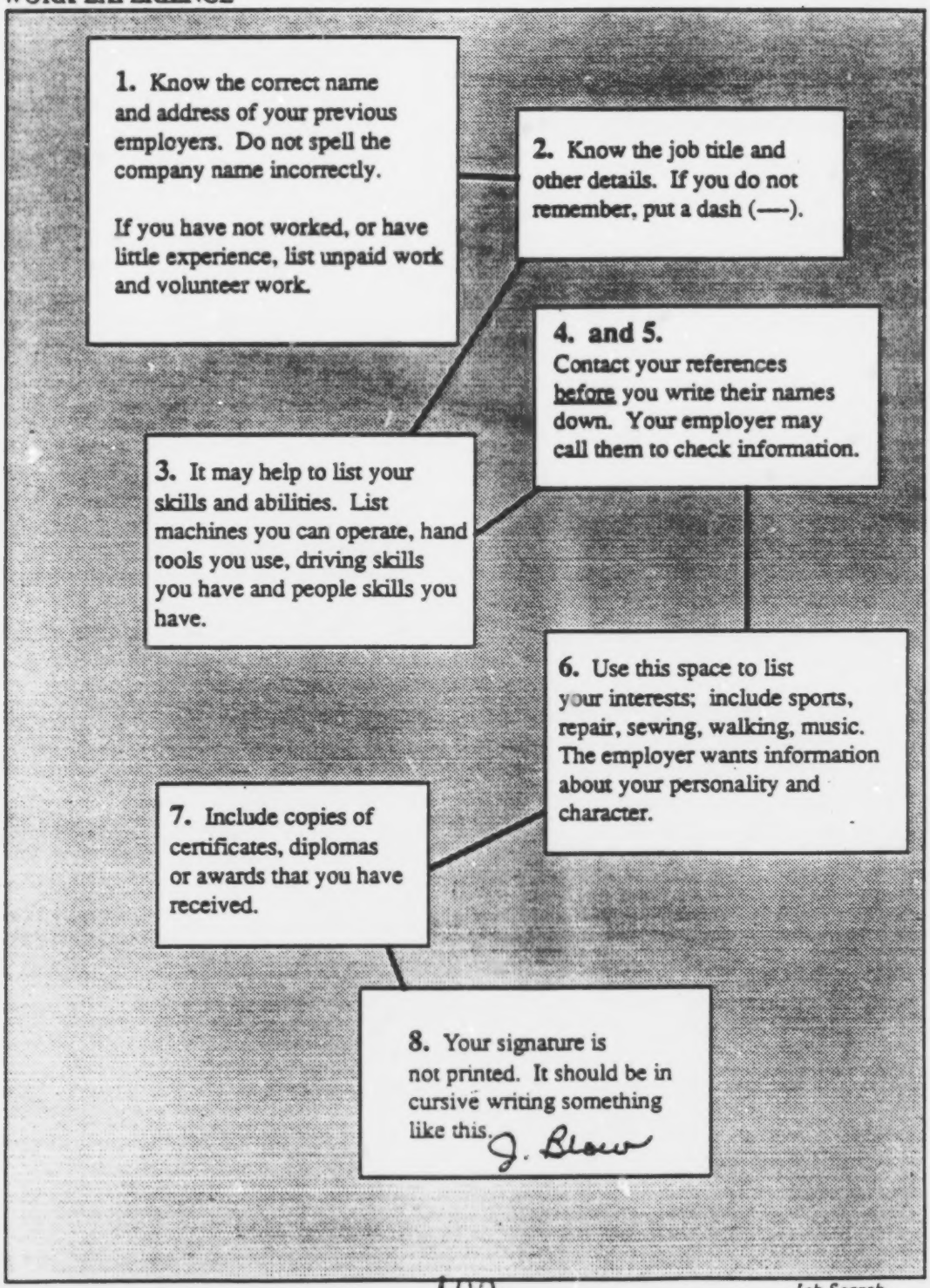
WORK EXPERIENCE


1. Know the correct name and address of your previous employers. Do not spell the company name incorrectly.
If you have not worked, or have little experience, list unpaid work and volunteer work.
2. Know the job title and other details. If you do not remember, put a dash (—).
4. and 5. Contact your references before you write their names down. Your employer may call them to check information.
3. It may help to list your skills and abilities. List machines you can operate, hand tools you use, driving skills you have and people skills you have.
6. Use this space to list your interests; include sports, repair, sewing, walking, music. The employer wants information about your personality and character.
7. Include copies of certificates, diplomas or awards that you have received.
8. Your signature is not printed. It should be in cursive writing something like this. J. Blow

Completing the application form

Are you ready?

Now you will complete an application form.

Before you begin, read the checklist of hints.

- √ Answer all questions.
- √ Read the instructions carefully.
- √ Type or print.
- √ Be neat.
- √ Sign the last page.
- √ Use a pen. (black or blue ink)
- √ Include volunteer work.

Apply for a job

Activity Fifteen

On the next few pages, you will find a sample copy of an application form.

Use it for practice.

Fill in the form as completely and carefully as you can. Once completed, you will have the information handy when you go out looking for jobs.

Public Service Canada

Fonction publique Canada

Application for Employment

Demande d'emploi

• **APPOINTMENTS TO THE PUBLIC SERVICE ARE MADE ON THE BASIS OF MERIT.**

• **LES NOMINATIONS À LA FONCTION PUBLIQUE SONT RÉGIES PAR LE MÉRITE.**

Title or Type of Position Sought - Titre ou type du poste recherché

Competition/Reference Number (if applicable) Numéro de concours ou de référence (s'il y a lieu)

Family Name - Nom

Given Name or Initials - Prénom ou initiales

Social Insurance Number Numéro d'assurance sociale

How do you wish to be addressed in our correspondence? Comment peut-on vous appeler dans notre correspondance?

☐ Candidate Candidat(e) ☐ Mr M ☐ Mrs Mme ☐ Miss Mlle ☐ Ms

Mailing Address - Adresse postale

City - Ville | Province | Postal Code - Code postal

Permanent home address if different from mailing address
Adresse domiciliaire permanente, si elle diffère de l'adresse postale

City - Ville | Province | Postal Code - Code postal

Telephone Numbers Numéros de téléphone ▶

Home Domicile — Area Code Ind. rég. — –

Work/Other Travail ou autre — Area Code Ind. rég. — –

What type of employment would you accept - Quel type d'emploi accepteriez-vous?

☐ Permanent ☐ Temporary Temporaire ☐ Either L'un ou l'autre

☐ Full Time À temps plein ☐ Part Time À temps partiel ☐ Either L'un ou l'autre

Are you a Canadian citizen? Avez-vous la citoyenneté canadienne?

☐ Yes Oui ☐ No Non

If no, do you have permanent resident status? Dans la négative, avez-vous obtenu la résidence permanente?

☐ Yes Oui ☐ No Non

Minimum Acceptable Annual Salary Traitement annuel min. acceptable

Are you - Êtes-vous

☐ a veteran? ancien combattant? ☐ a veteran's widow? veuve d'ancien combattant?

Date Available for Employment Date de disponibilité pour l'emploi — Y/A — M — D/J

Are you willing to move? Accepteriez-vous de déménager?

☐ Yes Oui ☐ No Non

If yes, list acceptable employment locations - Dans l'affirmative, indiquez les endroits de travail acceptables

If you are disabled, will you require any technical aids or special arrangements if called for an exam or interview? Si vous êtes handicapé(e), aurez-vous besoin d'aide technique ou de dispositions spéciales dans l'éventualité d'un examen ou d'une entrevue?

☐ Yes Oui ☐ No Non

If yes, please specify - Dans l'affirmative, veuillez préciser

LANGUAGES - LANGUES

Do you wish to be considered for positions requiring knowledge of both Official Languages? (If you do not meet the language requirements of the position, you must be willing and eligible to undergo language training.)

Voulez-vous que votre candidature soit étudiée pour des postes exigeant la connaissance des deux langues officielles? (Si vous ne répondez pas aux exigences linguistiques du poste, vous devrez être disposé(e) et admissible à suivre des cours de langue.)

☐ Yes Oui ☐ No Non

Which official language do you wish to use? - Quelle langue officielle désirez-vous utiliser?

a) In correspondence? Dans la correspondance?	b) During an interview? À une entrevue?	c) For a written exam? À un examen écrit?	d) For a skill test? À un test de compétence?
☐ English anglais ☐ French français	☐ English anglais ☐ French français	☐ English anglais ☐ French français	☐ English anglais ☐ French français

What is your first official language? (see instruction sheet for definition) Quelle est votre première langue officielle? (voir la définition à la page des directives)

☐ English anglais ☐ French français

In which official language(s) do you consider you now have a working ability? Dans quelle(s) langue(s) officielle(s) estimez-vous pouvoir travailler dès maintenant?

☐ English anglais ☐ French français ☐ Both les deux

Are you a Federal Public Servant? Êtes-vous fonctionnaire fédéral?

☐ Yes Oui ☐ No Non If yes Si oui ▶

Total Number of Hours of Work Per Week Nombre total d'heures de travail par semaine — Hrs

Classification — Gr — Sup — Lev Niv

Is your present term of employment less than six months? Votre emploi actuel est-il pour une période spécifiée de moins de six mois?

☐ Yes Oui ☐ No Non

PSC 3000 (6-87)

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NOTE: You will be required to present proof of your credentials at the time of interview

NOTA: Vous devrez produire une preuve de vos titres et qualités au moment de l'entrevue

EDUCATION (See Instruction Sheet) - **ETUDES** (Voir feuillet d'instructions)

ELEMENTARY PRIMAIRES ☐ Completed Achevees ☐ Incomplete Inachevees | SECONDARY SECONDAIRES ☐ Completed Achevees ☐ Incomplete Inachevees ▶ Number of Years Completed Nombre d'annees achevees

POST-SECONDARY - POSTSECONDAIRES

Title of Diploma/ Certificate/Degree Titre du diplôme/ certificat/grade	Completed - Terminees Yes Oui (✓)	No Non (✓)	Grad Yr/ Année term	Specialization - Specialisation	Institution - Etablissement

THESIS OR OTHER PUBLICATIONS (Subject) - **THESE OU AUTRES PUBLICATIONS** (Sujet)

OTHER EDUCATION (See Instruction Sheet) - **AUTRES ETUDES** (Voir feuillet d'instructions)

Name of Course/Program - Nom du cours, du programme | Course Length Duree du cours | Completed - Termine Yes Oui ☐ No Non ☐ | If not, expected completion date Dans la negative, date d'achevement prevue | Year Année | Month Mois

Specialization - Specialisation | Institution - Etablissement

Name of Course/Program - Nom du cours, du programme | Course Length Duree du cours | Completed - Termine Yes Oui ☐ No Non ☐ | If not, expected completion date Dans la negative, date d'achevement prevue | Year Année | Month Mois

Specialization - Specialisation | Institution - Etablissement

Professional Qualifications, Memberships, Licences, etc. - Titres, affiliations, certificats professionnels, etc.	Issuing Province/Country - Province ou pays d'obtention

ACQUIRED SKILLS (See Instruction Sheet) - **COMPETENCES ACQUISES** (Voir feuillet d'instructions)

EMPLOYMENT/VOLUNTARY EXPERIENCE (See Instruction Sheet) - **EMPLOIS/EXPERIENCE DE BENEVOLAT** (Voir feuillet d'instructions)

Name of Present Employer (Dept., Agency, Company) - Nom de l'employeur actuel (ministère, organisme, compagnie) | PERIOD PERIODE From De Y-A M | To A Y-A M

City - Ville | Province | Annual Salary Traitement annuel

Job Title and Description of Duties - Titre du poste et description des fonctions

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Name of Employer - Nom de l'employeur	PERIOD / PERIODE	From / De	Y-A	M	To / A	Y-A	M
City - Ville / Province	Annual Salary / Traitement annuel						

Job Title and Description of Duties - Titre du poste et description des fonctions

Name of Employer - Nom de l'employeur	PERIOD / PERIODE	From / De	Y-A	M	To / A	Y-A	M
City - Ville / Province	Annual Salary / Traitement annuel						

Job Title and Description of Duties - Titre du poste et description des fonctions

REFERENCES - Name two persons who know of your work and to whom we may refer in confidence.

In the staffing process the Public Service may perform reference checks and/or review your Public Service personnel record to determine your suitability for employment. If you are not a Federal Public Servant, we will not contact your current employer without your permission.

REFERENCES - Nommez deux personnes qui connaissent votre travail et avec lesquelles nous pourrons communiquer à titre confidentiel.

Dans le processus de dotation, la Fonction publique est autorisée à faire une vérification des références et/ou à consulter votre dossier de fonctionnaire pour déterminer si vous convenez au poste en question. Si vous n'êtes pas fonctionnaire fédéral, nous ne communiquerons pas avec votre employeur actuel sans votre autorisation.

Name and Position Title / Nom et titre du poste	Employed by / Employeur	Address and Telephone No. - Adresse et n° de téléphone

DO NOT FORGET TO SIGN THE NEXT PAGE

N'OUBLIEZ PAS D'APPOSER VOTRE SIGNATURE À LA PAGE SUIVANTE

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PARTICIPATION OF UNDER-REPRESENTED GROUPS

The Public Service Commission of Canada is committed to ensuring equal opportunity for employment in the Public Service of Canada and supports Affirmative Action programs to promote the more equitable participation of women, Aboriginal peoples of Canada (Inuit, Métis, non-status Indians, status Indians), disabled persons and members of visible minority groups.

By *voluntarily* providing information about yourself in the following areas, you will assist the Public Service in more effectively meeting its commitment to improve Public Service employment opportunities for members of under-represented groups.

The information provided will be retained in the Applicant Inventory banks PSC/P-PU-015 and PSC/P-CE-708 to provide information on candidates referred by the PSC, as well as in Personal Information bank TBS/P-CE-706 to be used for Affirmative Action statistical purposes. In addition, it may be retained in the employing department's standard Affirmative Action data bank for administrative as well as statistical purposes.

Under the Privacy Act, you have the right of access to, and protection of, information relating to you.

PARTICIPATION DES GROUPES SOUS-REPRESENTÉS

La Commission de la Fonction publique du Canada s'est engagée à faire respecter le principe d'égalité d'accès aux emplois dans la Fonction publique du Canada et appuie les programmes d'action positive visant à favoriser une participation plus équitable des femmes, des autochtones du Canada (Inuit, Métis, Indiens non inscrits, Indiens inscrits), des personnes handicapées, et des membres des minorités visibles.

En fournissant *volontairement* les renseignements vous concernant dans les cases ci-dessous, vous aiderez la fonction publique à respecter plus efficacement son engagement d'accroître les possibilités d'emploi dans la fonction publique des membres des groupes sous-représentés.

Les renseignements donnés seront conservés dans le Répertoire des candidats (fichiers PSC/P-PU-015 et PSC/P-CE-708) pour fournir des renseignements sur les candidats présentés par la CFP ainsi que dans le Fichier de renseignements personnels TBS/P-CE-706 qui sera utilisé aux fins de statistiques sur l'action positive. De plus, ils pourront être conservés dans le fichier ordinaire du Programme d'action positive du ministère employeur à des fins administratives et statistiques.

Aux termes de la Loi sur la protection des renseignements personnels, les renseignements vous concernant sont protégés et vous y avez accès.

COMPLETION OF THE FOLLOWING IS VOLUNTARY

VOUS N'ÊTES PAS TENU(E) DE REMPLIR CE QUI SUIT

PLEASE CHECK THE BOXES WHICH APPLY TO YOU

VEUILLEZ COCHER LES CASES QUI VOUS CONCERNENT

☐ Man / Homme ☐ Woman / Femme

Member of the Aboriginal peoples of Canada / Autochtone du Canada

☐ Inuit ☐ Métis ☐ Non-status Indian / Indien non inscrit ☐ Status Indian / Indien inscrit

Members of visible minority groups

Are you, by virtue of your race or color, in a visible minority in Canada? ☐ Yes / Oui ☐ No / Non

If yes, please check the appropriate box, regardless of your country of birth: (check one only).

Membres des minorités visibles

En raison de votre race ou de votre couleur, faites-vous partie d'un groupe de minorité visible au Canada? ☐ Yes / Oui ☐ No / Non

Si vous avez répondu oui, veuillez cocher la case voulue (une seule case) peu importe le pays de votre naissance:

☐ Black / Noir ☐ Chinese / Chinois ☐ Filipino / Philippin ☐ South Asian (Indo-Pakistani) / Asiatique du Sud (Indo-Pakistanais) ☐ Japanese / Japonais ☐ Korean / Coréen

☐ South East Asian (Burma, Cambodia, Laos, Thailand, Vietnam, etc.) / Asiatique du Sud-Est (Birmanie, Cambodge, Laos, Thaïlande, Viêt-nam, etc.)

☐ West Asian or North African / Asiatique de l'Ouest ou Nord Africain

☐ Other visible minority group (specify): / Autre groupe de minorités visibles (précisez): _____

Disabled persons

For the purposes of employment, do you consider yourself, or do you believe that a potential employer would likely consider you disadvantaged by reason of a persistent disability which relates to (check more than one if appropriate):

Personnes handicapées

A des fins d'emploi, vous estimez-vous désavantagé en raison d'un handicap persistant, ou croyez-vous qu'un employeur éventuel vous considérait comme tel? Si oui, cochez les cases appropriées.

Vision / Vue ▶ ☐ Partially sighted / Presque aveugle or / ou ☐ Blind / Aveugle

Hearing / Ouie ▶ ☐ Hard of hearing / Malentendant or / ou ☐ Deaf / Sourd

☐ Coordination or dexterity / Coordination ou dextérité ☐ Speech / Parole ☐ Mobility / Mobilité ☐ Epilepsy / Epilepsie ☐ Learning disability / Difficultés d'apprentissage

☐ Psychiatric disability / Troubles psychiatriques ☐ Mental disability / Déficience mentale ☐ Other disability (specify): / Autre handicap (précisez): _____

All the information I have given in this application is true and complete, to the best of my knowledge. I understand that if any of it is found to be untrue, this application may be rejected.

Tous les renseignements que j'ai fournis dans la présente demande sont, à ma connaissance exacts et complets. Je reconnais que ma demande peut être rejetée si j'ai fait une fausse déclaration.

_____ Signature

_____ Date

Self-Evaluation / Application Forms

Here are some general hints to complete application forms.

Activity Sixteen

Review your application form.
Check the appropriate answer.

	yes	no	Recommendation for improvement
Did you use a pen?			
Did you print or type your answers?			
Did you answer all the questions?			
Did you include the area code and telephone number?			
Did you include your postal code?			
Did you proofread your application form?			
Did you attach necessary documents?			

You may add to this list and use it the next time you complete an application form.
It is a good idea to attach a covering letter to your application form or resume. To assess what you know about letter writing, complete the next activity.

Covering Letters

The covering letter is often the first document seen by the employer.

A well written letter encourages the employer to read the application / resume and call you for an interview or appointment.

Activity Seventeen

Read each statement and place a √ in the appropriate column.

Covering letters are written for the following purpose.....	**agree**	**disagree**
• to identify the specific position for which you are applying		
• to identify you are responding to an advertised position		
• to identify you are exploring potential job leads or job openings		
• to indicate your skills and how you can meet the needs of the employer		
• to indicate why the company is of interest to you		
• to request a personal interview or appointment		
• to provide an introduction to your resume		
All of these statements are valid.		

Keep these points in mind when you write your letter.
Determine your purpose before you write your letter.

Read this sample.

Gerry _____
72 Hewitt Ave.
Toronto, Ontario
M1X 4B6

Ms. Oksana K.
Director of Personnel
Greyhound Bus Company
P.O. Box 333
Toronto, Ontario
M2Z 3J2

June 26, 1990

Dear Ms. K_____,

I was recently informed that the Greyhound Bus Company head office will have an opening for a computer programmer on July 2. Please consider me for this position.

The enclosed resume lists my work experience, skills and educational background. George Brown College will provide a transcript of my grades when requested.

As a computer operator for Data Mess, I worked with the general public in face to face situations and problem solved many internal complaints. I became skillful and was promoted to team leader.

May I discuss my qualifications with you? You can phone me at 222-2222.

Sincerely,

_____

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Activity Eighteen

What is the main idea of the letter?

_____

_____

What is the purpose of the letter? (Refer to Activity Seventeen on page 108 to help you answer this.)

_____

List the supporting details of the main idea.

_____

_____

Has Gerry achieved his/her purpose? Explain your answer.

_____

_____

Find an appropriate job ad for yourself. Write your covering letter. Use the following outline to organize your letter.

Your street
City, Province
Postal Code

Month, Day, Year

Name of Employer
Title/Position
Name of Business
Street Number
City, Province
Postal Code

Dear Mr./Mrs./Ms.,

Re:

Opening Paragraph: state the purpose of the letter.

Middle Paragraph: state your skills and relevant training or education. Indicate why you want this work or how you can meet the employer's needs.

Closing Paragraph: state or suggest a follow-up action plan.

Yours_____,

Use 8 1/2 x 11 white paper

Use the complete title, check spelling

Use a name

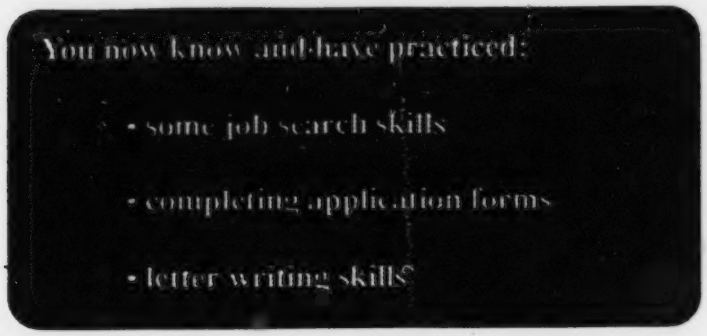
Attention grabber

Emphasize your strongest skills. Try to match them.

Include telephone number(s).

Sign your letter and type your name.

Summary



If you want to be called for an interview, you need to write a resume.

The following activities introduce effective resume writing.

This is the next step in the Job Search Action Plan.

Resume Writing

Activity Twenty

Read the next article, A Good Resume is A Foot in the Door, by Peter Larson. Answer the questions that follow.

A good resume is a foot in the door

As I recently sorted through a pile of resumes which our personnel department had passed to me, I couldn't help being astounded by how many people still don't have the faintest idea of how to prepare a sound resume.

For a few weeks, I have been looking at potential candidates for a senior research position opening up in my department. Some of the resumes are well prepared and clearly laid out, but others require a road map and a cipher code to figure out where the candidates have been and what they have done.

This is a pity because a good resume opens doors and a bad one closes them - whatever the redeeming qualities of the applicant. After I put an ad in the paper later this month, I know I will be inundated with applications. Unfortunately, like most busy managers, I will be able to give most of them only a cursory glance. Those that are too long or too short, and those that are unclear or messy, will be quickly put on the rejected pile.

Of course, I know that the length of a CV or its tidiness is probably not a good way to hire a new research associate. But there will be dozens to go through, maybe even hundreds, and until I have winnowed the pile down to the last few candidates, I will go pretty well on initial impressions. What advice can be given to those preparing their resume in order to make that all important good first impression? In my experience, the three most common errors in resumes are:

•Not including all relevant information: Some CVs don't include educational information, some don't include work experience, some even forget to include a telephone number where they can be reached.

•Not organizing a resume properly. The resume should make it easy for the reader to understand what you know and what you have done.

•Including too much: some resumes include all kinds of personal information not germaine to the position at hand. I don't really care what your marital status, weight, health or hobbies are and those factors will certainly not weigh in any hiring decision.

Besides, I never yet saw a resume of an applicant who just liked to watch television. All the ones I get like hang-gliding, mountain climbing and reading Homer and Virgil. Somehow I find it a bit hard to believe.

Here are a couple of other pointers picked up from personnel managers who have had to look at many resumes.

Attach a covering letter to you CV. The CV may be general, but the covering letter of no more than a page or two, should show why you are interested in the specific position and why you are a good candidate for the job.

The CV itself ought not to be more than two or three pages long - four at the outside. A longer CV risks bogging down the reader, and losing its impact.

Attainments should be listed, including the name of the institution, the subjects of concentration (eg. BA Economics) and the year of graduation.

Past work experience should be listed, including the names of the companies, the dates of tenure and the kind of job held. It is usually useful to describe the actual work you did or the responsibilities you had. Don't forget to show any promotions you have had while working at the same company as this shows development. I'm just as interested in someone's progression as in the highest position held.

Other experience or evidence of your work should be listed if it's relevant. If the job is a research position, like the one in my department, list articles or documents you have had published. If the job entails some organization or management skills, then indicating that you have organized a peewee hockey tournament would be useful.

Don't use a designer resume with color paper and fancy fonts - it just leaves the impression that you are a professional job seeker. Don't include unsolicited attachments like copies of your thesis or photos of your family. They won't be looked at and are usually just a source of aggravation for the personnel department which has to file them. If necessary, these documents can always be provided at a later date.

Experience shows that resumes that end up in the right pile are those that are simple, clear and to the point.

Resume Quiz

Activity Twenty-One

How much do you know?

Read each statement.
(Circle) your answers.

A resume must never exeed one page.	agree disagree
Employers generally read entire resumes.	agree disagree
It is not imperative to list a telephone number.	agree disagree
Attach a covering letter related to a specific job if appropriate.	agree disagree
School activities, internships, work experience, job shadowing and volunteer work are of minimal importance to employers.	agree disagree
In experienced job hunters should list their courses or attach a transcript.	agree disagree
It is helpful to list a reason for leaving each job.	agree disagree
Employers are concerned about dates and often check time gaps.	agree disagree
You must list all course work taken at school from which no diploma/certificate or degree was granted.	agree disagree

continued

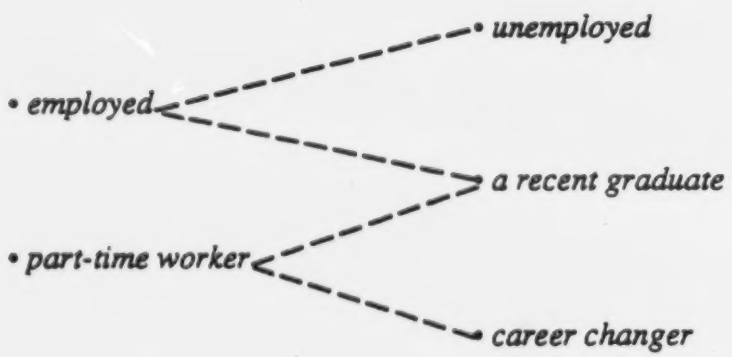
Discuss your answers with a partner. If you were a busy manager looking to interview, what would you look for in a resume.
Write your answer below.

Who should have a resume?

All applicants who want an interview need a document reflecting their **strengths, skills** and **experience.**

Today people at all levels of employment need a resume.

Whether you are:



you need to think carefully about writing your resume.

The next few activities will draw your attention to resume writing skills and help you decide....

What Kind of Resume You Need

and show you

How to Write an Effective Resume.

What is a resume?

A resume is a statement of your skills, qualifications and experience. Your individuality and perwosnality are revealed in your resume. A good resume paints a positive picture of you to the employer.

It gets you an interview.

Prepare your resume so it includes the following information.

- personal data
- career objective
- training and education
- work experience
- skills and abilities
- interest/activities
- references

Choosing a format

A resume must be neat, organized and professional. It pays to carefully plan its format and then have it typed or word processed.

The format and layout of the resume is up to you.

The two most common formats are: chronological resume and the functional resume.

Examples of both are included in this section.
Select one that works best for you. Keep in mind tthat you are not obliged to follow the exact format suggested. Tailor your resume to highlight your skills and experience!

Chronological format

Important

The chronological resume is the most widely used format. This resume can either be point form or in complete sentences.

Your education and work experience are listed in reverse order (your most recent position is listed first). This type of resume is suitable for a person who has a consistent work history.

From the employer's point of view, it allows a quick scan and easy check of applicant's employment history.

Choosing a resume format

Consider Pat's situation:

Pat has had a number of jobs with no significant breaks in employment. The job titles demonstrate he/ she has progressed and improved the level of employment with each job change.

Pat has been a truckdriver, an apprentice mechanic and a gas station attendent.

Right now Pat is looking for work.

A chronological format will work best.

Read Pat's resume.

Pat C._____
101 Walnut Avenue
Sarnia, Ontario
N7T 3V5 Telephone 666 6666

JOB DESIRED

To obtain a job as an Automotive Diagnostic Technician Trainee

EDUCATION

Ontario Basic Skills - Current
Heavy Equipment Maintenance Course - completed
Secondary School - partial

EMPLOYMENT HISTORY

ABC Moving Company
Thunder Bay, Ontario

Truck Driver (Sept. 84 - Dec. 85)
-driver of heavy double axle truck on highway across Canada
-occassional mover of office equipment

Northwest Heavy Equipment Co.
Kingston, Ontario (Aug. 81-Sept. 84)

Apprentice Mechanic
-maintenance of heavy equipment (tractors)
-order parts
-deliver parts
-back-up driver

Petro Canada
Toronto, Ontario

Gas Station Attendant (May 78-81)
-gas fill-ups
-oil changes
-window cleaning
-general maintenance

INTERESTS

woodworking, wood carving, CB radio, VCR home repairs

REFERENCES

Available upon request.

Choosing a resume format

Consider Gerry's situation:

Gerry has had very little paid work experience, but has learned many useful skills through community and volunteer work.

Gerry has worked for several organizations for no pay. She/he has been an active member of the Parent Teacher Advisory Council, the co-ordinator of the Toy Lending Library and a fundraiser for the Cancer Society.

Gerry is looking for employment.

A functional format will work best.

Read Gerry's resume.

Gerry R_____
7 Chestnut Avenue
Hamilton, Ontario
L8L 6K5 Telephone 887-8888 (H)

JOB DESIRED

To obtain a job as an Assistant Hotel Management Trainee.
I would like to use my skills in organizing office records, operating business machines and talking to the public.

EDUCATION

Ontario Basic Skills - current
Computer Ease Evening Course - completed
Secondary School - partial

SKILLS AND EXPERIENCE

Organizing
- order office supplies
- maintain file systems
- determine work schedules
- set work priorities and deadlines

Operating Business Equipment
- type letters and memos
- word process reports
- operate calculator
- operate photocopier

Communication
- answer telephone
- arrange appointments
- speak to small and large groups
- work out complaints

Marketing
- wrote ads and announcements
- conducted telephone campaign
- mail out letters

INTERESTS

Volunteer Activities
- Cancer Society, fund-raiser
- Parent Teacher Council, member
- Day Care Toy Library Co-ordinator

Other
travel, walking, cooking

REFERENCES

upon request

Knowing yourself

Do you need a resume?

- you have had long breaks in your employment
- you have worked for a long time at one job
- you have done many jobs for no pay
- you plan to change your job

Does this sound like you or someone you know?

Do you agree with one of these statements?

Then you need a resume.

Prepare to write your resume _____

The use of action verbs may help you prepare your resume. Try to match your skills to the duties listed in the job ad.

The following activity will give you a chance to practice using action verbs.

Activity Twenty-two

Write a phrase or sentence to explain each of the following skills that apply to you. Begin each phrase with the verb. You may add to the list. You are not obliged to use this exact list.

analyze_____
_____

complete_____
_____

deliver_____
_____

maintain_____
_____

plan_____
_____

sell_____
_____

train_____
_____

Refer to the next page for an expanded list of verbs.

accumulate
achieve
advise
analyze
appraise
approve
assign
assit
authorize

budget
build

change
charge
check
compare
compile
complete
confer
conduct
consult
contact
control
co-ordinate

describe
design
determine
develop

encourage
establish
examine

formulate
forward

gather

give

help

initiate
implement
improve
inform
interview
inspect

maintain
manage
motivate
operate
organize

plan
prepare
produce
promote

recommend
record
report
review
research

schedule
select
service
standardize
store
survey
train
utilize
verify
write

Use your dictionary to find the meaning of new words. Dictionaries are designed to help you use words effectively. Pronuniciations are given and part of speech are usually given.

You are now ready to decide whether to write a

chronological resume or a **functional resume.**

You need time and the best information to write your resume.

Do not expect to do this job quickly.

You need time to review and list all your skills.

GET HELP!

Ask friends and relatives to help you if you need to.

The **self-assessment** surveys in the beginning of this unit can help you too.

Look back and get information from the **job application** pages as well.

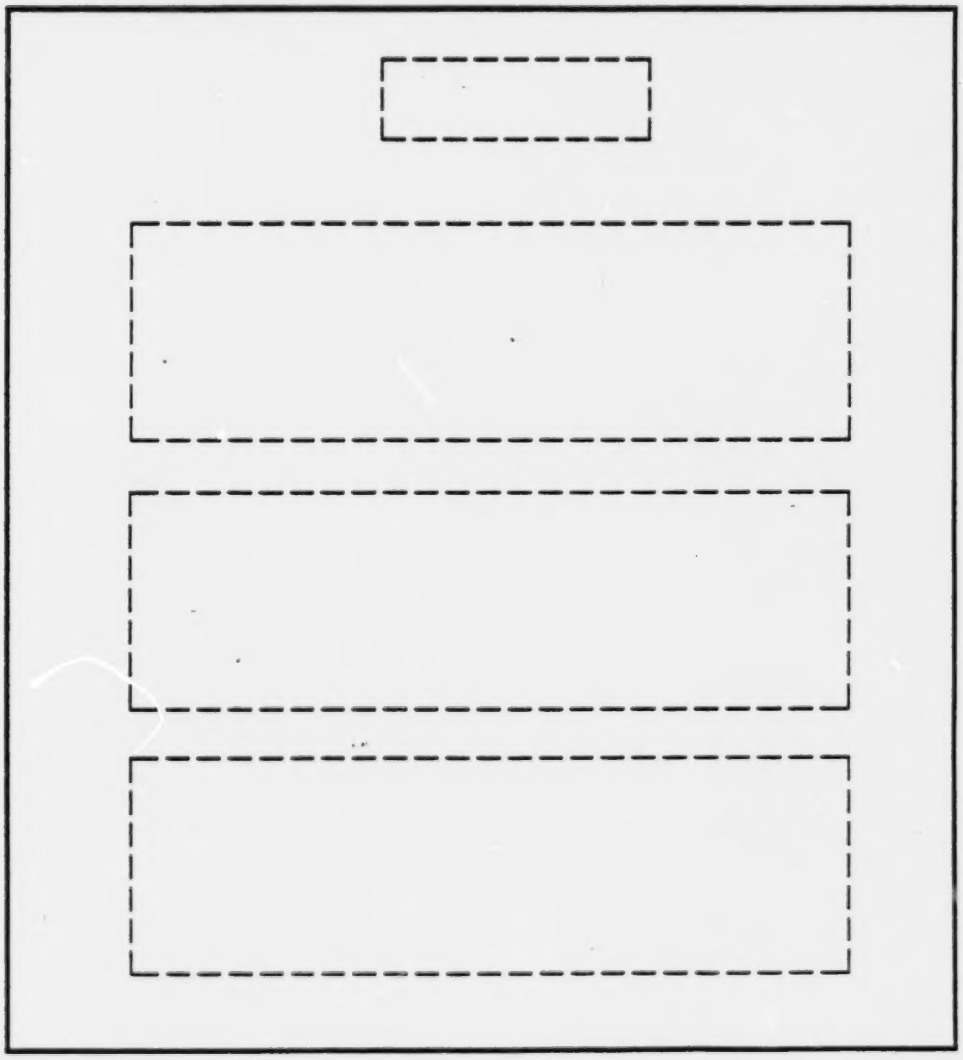
Your resume

All resumes begin with your name, address and telephone number.

The rest is your choice.

Use another paper to write your own resume.

Activity Twenty-three



Self Evaluation

It is difficult to find your own mistakes. Share your resume with a friend and have them proofread it.

Activity Twenty-four

Here is a checklist to help you make specific improvements to your resume. Write your answers in the appropriate column.

Resume Checklist

	yes	no	Recommendations for improvement
Does the overall appearance catch your attention and make the employer read the resume?			
Are there spelling errors?			
Are there too many pages or attachments?			
Could the format be changed or layout improved?			
Are all periods of employment and education in the appropriate order?			
Are action verbs used effectively?			
Is information relevant and updated?			

Preparing for the interview

Congratulations!

Your resume was successful.

You have an interivew.

Communicating **honestly, directly**, and in an appropriate way is very important during an interview.

What you say, the tone of your voice and your non-verbal messages communicate your self-image to the employer.

You may need to practice assertive interview techniques.
This will result in a strong and successful interview.

Try to recognize different behaviors.

Activity Twenty-five

1. Read each situation.
2. Imagine an employee telling this to an employer.
3. Check the behavior that you think is used by the employee.

Situation #1
I will do anything you tell me to do. I will work 12 hours a day, everyday. You can take advantage of me.

You count		I don't
passive aggressive	aggressive	assertive

Situation #2
I will only work 6 1/2 hours each day, take long lunch hours and frequent coffee breaks. You're crazy if your think I will change my attitude.

You count		I don't
passive aggressive	aggressive	assertive

Situation #3
I will respect the employer's needs and point of view and express my needs and opinions honestly.

You count		I don't
passive aggressive	aggressive	assertive

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Preparing for the interview

The more you are prepared, the more likely you will have a positive result.

You only have a short time during the interview.
Studies tell us the first four minutes are the most important.

Activity Twenty-six.

What can you do to make a good impression?

	do √	don't √
go alone		
take a friend		
dress appropriately		
dress casually		
be neat and clean		
arrive a few minutes early		
arrive and hour early		
look serious		
look like you expect to get turned down		
stand until you are asked to sit down		
know the interviewer's name		
use it during the interview		
speak softly		

Can you think of three other things you can do?
Complete the statement.

I can _____

I can _____

I can _____

Interview Hints

Honesty and humour are the two basic elements of a good interview.
Most important is .... **be yourself.**
Nervousness is normal!

Use the checklist to help you make your interview successful.

Preparation .....

- √ **know the time, date and place of the interview**
- √ **be on time, arrive early**
- √ **be prepared to answer questions and ask questions on the job position and company**

Appearance .....

- √ **smile**
- √ **be clean and neat**
- √ **wear appropriate clothing**

During the interview .....

- √ **listen carefully**
- √ **be aware of your body language**
- √ **talk about your skills and qualifications**
- √ **at the end, you may want to ask a question and say thank-you**

Practice the interview

Role playing an interview will help you prepare and practice your answers to questions.

You may wish to....

1. role play alone using a mirror
2. tape record your interview
3. videotape your interview

Before you begin practicing your answers, you need a list of questions. If you were the employer what questions would you ask?

Activity Twenty-seven

Check the questions you think are frequently asked during an interview.

You may add to the list.

	often asked	sometimes	never
1. Tell me about yourself.			
2. What kind of work are you interested in?			
3. Have you done this kind of work?			
4. Why do you want to work here?			
5. Why did you leave your last job?			
6. What do you know about our company?			
7. What are you ideas about salary?			
8. What are your strengths?			
9. What are your weaknesses?			
10. How would your friends describe you?			
11. Would you be willing to move?			
12. What are your long term goals?			
13. _____			
14. _____			

Practice the interview

Activity Twenty-eight

Think about questions you do **not** want to discuss.

List the questions here if you wish.

1. _____

2. _____

3. _____

Discuss with your teacher or a friend how to handle these questions. Write your answers to these questions if you wish.

1. _____

2. _____

3. _____

Be aware of your legal rights before an interivew. Refer to the legal section for extra information.

Dealing with rejection

The interview is over.
You are waiting for an answer.

Do you get the job? Employers will usually telephone to let you know.

If a job offer is not made, you may want to think about improving your interview skills.

There are many more opportunities.

Activity Twenty-nine

1. Read the following examples of interview questions and answers.
2. Think about why these answers are not good.
3. Write satisfactory answers for each of the interview questions.

Q. What is your educational background or training?
A. I dropped out of high school.

_____

Q. Why did you leave your last job?
A. I was fired.

_____

Q. What salary do you expect?
A. Whatever you want to pay me.

_____

Summary: _____

_____

Practice using this knowledge to prepare for another interview.

Success

The interview is over and you got the job!

Congratulations!

The job search may be over, but you still must work to maintain your employment.

The next part of this unit, **Employment Retention**, will tell you how to stay successful on the job.

Help Wanted

Growing, dynamic company requires workers who are:

- able to work without supervision
- able to carry out instructions
- honest and able to admit mistakes
- cheerful, courteous and determined to do well
- willing to work hard and take initiative

If qualified, apply immediately!

Anywhere, anyplace, to anyone.

Introduction

A recent survey revealed that only ten per cent of the people who lose jobs lose them because they lack the ability required. The other ninety per cent lose their jobs because of undesirable personality traits. How well you work in your job depends less on how well you have learned the actual job tasks and more on how you get along in your job - with co-workers, with regulations and with changes.

Employers are very much aware of the changes in the workforce and are looking for different qualities in their employees. Previously, workers were valued who were loyal to a company, who had a low history of job change or mobility and who were happy to master their work skills and repeat them until retirement. Change was due to promotion and was not a regular occurence.

The current job market is in a continuous state of flux due to the rapid changes brought about by technology. Not only is the nature of one's work changing continuously, but the workforce pool itself is shrinking which obliges employers to retrain, transfer and promote from within their own businesses.

To the employee, this means that besides mastering the vocational or technical skills required by the actual job, the employee may also be expected to learn and master new tasks and adapt to different ways of doing the work. Interpersonal skills, the skills of getting along with people, are becoming increasingly more important as teamwork replaces individual work in the workforce. Problem-solving and decision-making skills, initiative and innovation are highly valued work skills as employees are called upon to assume more responsibility for their work. Lastly, communication, literacy and numeracy skills are becoming increasingly vital as jobs require more reading, writing and calculating.

How well you perform the previous mentioned skills directly affects your chances of keeping, and succeeding in your job. As the workplace continues to change the skills allowing flexibility and adaptability in the workplace and good interpersonal relationships will be increasingly valued.

Starting out right

The first weeks "on the job" can be very challenging and difficult. You will be trying to remember a lot of information about your new workplace and about the actual job you were hired to do. As well as this, you will be creating first impressions and beginning work realtionships with your co-workers and supervisors. There are certain behaviours and personal qualities that can help you have a good start. The following activites will focus on the personal qualities and behaviors that are especially helpful at the start of a new job.

Activity One

From your own experience, think individually or with a group a list of desirable personality traits and behaviors that you feel would help someone start out right.

Copy your own or your groups ideas here.

Recognizing positive personal traits

Your personal traits or characteristics determine how you communicate and behave with people. They have been identified by employers as being key factors in assuring a successful work relationship.

Activity Two

Listed below are personal traits which contribute to an employee's success.

Circle the ones which apply to you.

articulate
adaptable
alert
ambitious
assertive
cheerful
confident
cooperative
courteous
creative
critical
decisive
dependable
disciplined
efficient
energetic
enthusiastic
flexible
handles criticism
good-natured
independent
industrious
inventive
loyal
optimistic
organized
patient
performs under pressure
persistent
persuasive
practical
problem-solver
resourceful
responsible
sense of humour
shows initiative
tactful
tolerant
trustworthy
thorough
willing to learn
works on a team

The ABC's of Keeping Your Job

Your "on the job" behavior has been identified by employers to be critical in determining success in the workplace. The following points outline some examples of positive workplace behavior.

Accept criticism and orders graciously.

Be innovative with suggestions for saving time and money.

Control your emotions. One outburst of temper may cost you your job.

Discuss problems with your superviisior, not everyone else on staff.

Encourage feedback and advice and use the information to do your job better.

Find out everything about

- -building layout
- -smoking areas and rules
- -company policies and regulations
- -dress code
- -benefits, vacation, sick leave, deductions and paydates

Give your new job your best effort and do the best work you can.

Have a positive attitude and sense of humour.

If you are ill or have to miss work, phone your employer and account for every day you miss.

Join in with your co-workers at lunch. Learn their names. Be friendly and courteous.

Know your limitations and be honest about what you can do.

Listen and be positive about advice given to you.

Make every effort to show loyalty to your job and co-workers.

Never bring your personal problems to work.

Own up to your mistakes. Be honest with your co-workers.

Perform your tasks with your full attention and ability.

Question anything you don't understand.

Respect your employer's property and equipment.

Show initiative.

Take only the scheduled times for lunch and breaks.

Understand and follow safety instructions.

Volunteer to help others.

Willingness to learn is very important.

e**X**amine and understand your employment contract and job requirements.

Your employer's time is expensive. Use time efficiently.

Zero in on your strengths and demonstrate your abilities.

Working together

Sometimes it's very difficult to look at ourselves objectively and see ourselves as others really see us. It's easier to be objective about others. The next activity will give you an opportunity to think about someone you worked with either successfully or unsuccessfully. You will analyse as objectively as you can what qualities affected the success or failure of this experience.

Activity Three
Part A

Think about some work, paid or unpaid, that you did with someone else. Describe the experience using either of the following beginnings:

- The best person I ever worked with was.....
- The worst person I ever worked with was.....

Write one or two paragraphs describing your co-worker as well as you can. Explain why it was or wasn't successful. (You may wish to use another paper.)

Part B

Using the following Employee Rating Sheet, rate the co-worker you have just written about.

Job Performance	always	sometimes	never
• on time for work			
• good daily attendance			
• qualified for work tasks			
• follows directions			
• completes work			
• follows safety regulations			
• works quickly			
• tries for highest standards			
Relationships with People	always	sometimes	never
• gets along well with others			
• helps other people			
• willing to accept others			
• offers constructive criticism			
• accepts constructive criticism			
• cooperates			
• listens carefully			
• is courteous			
Attitudes	always	sometimes	never
• tolerant			
• willing to try new things			
• admits mistakes			
• honest			
• innovative			
• initiates			
• ethical (acceptable code of behavior)			
• flexible, adaptable			

Personal Workplace Skills

Activity Four

The following article discusses the role of interpersonal skills and adaptability in the workplace. Read the article and then make notes and answer questions on it.

Surveys of many businesses indicate that most employers feel that good interpersonal skills are more important than actual vocational skills. Interpersonal skills are developed from infancy. They include the ability to get along with people, to learn new things, to communicate, to be responsible and to have a positive attitude. An employee's success at a job is strongly affected by the match between his/her interpersonal skills and those of the employer and co-workers. Workplace research and survey results consistently report on the importance of selecting employees whose personal characteristics contribute to and fit in with the character of the particular workplace.

All the skills involved in communication with and work with others are extremely important. These skills alone are often the ones that determine if and for how long you keep your job. Unless you work for yourself, you usually have a supervisor or boss. If you are self-employed, you have clients and suppliers. Many work situations operate, sharing skills and experience to get the job done. No matter how well the job is done, if the interpersonal relationships are poor, productivity as a whole will suffer.

Communication involves following and verifying instructions, giving information, questioning, reading and writing. Somewhat more difficult is the ability to give and receive criticism, request assistance, and accept and respect individual differences.

The ability to be flexible and

adaptable is becoming very valuable in the workplace. New technology is changing the way jobs are being done. Look at the influx of computers into almost every corner of the workplace - even medicine and art. Secretaries have had to abandon their typewriters and filing methods and have had to learn to word process and use data bases. Retraining, either on the job or by taking special courses, has become essential to survival. As the nature of the work changes and people change jobs with greater frequency, flexibility and adaptability are becoming critical to success.

Awareness of your interpersonal skills, especially your communication skills, and a willingness to adapt and be flexible as conditions change, are essential to your ability to stay employed. Working at improving these valuable skills will ultimately be as important to your total job experience as perfecting the actual work you do.

Activity Four (continued)

Using the outline provided, make notes on the article you have just read.

Topic: Personal Workplace Skills

A. Examples of Interpersonal and Communication Skills

a) _____

b) _____

c) _____

d) _____

e) _____

f) _____

g) _____

h) _____

i) _____

j) _____

B. Reasons Communication Skills are Required

a) _____

b) _____

c) _____

C. Reasons Adaptability is Required

a) _____

b) _____

Now answers these questions about the article.

1. Why would an automobile mechanic require good communication skills? Give at least 3 reasons.

2. Discuss 2 examples of new technology changing the way work is done. Think about banks, supermarkets, garages, publishers, offices.

Giving and receiving feedback and criticism

As you read in the preceding article, there are many important workplace related skills. This next activity will focus on **one** of these.

Having someone tell you that you are wrong or doing something wrong is very hard to take. Yet, if criticism is offered constructively with the intent to help, the information can be very useful. If criticism can be given and received in a positive way, it can lead to self-improvement, learning and a better work relationship.

Giving criticism requires sensitive communication skills. These skills can be practiced and learned. If the message is communicated effectively so that it can be received positively, change and learning can occur.

Giving feedback

Most people find giving and receiving criticism or feedback difficult. Often the reaction is to behave defensively. Criticism can be uncomfortable but can be a positive step towards improvement. It is critical when giving feedback to direct it at a specific behavior not at the person as a personal attack. For example, say "My meal is cold," instead of "You're a lousy cook."

Tips on Giving Feedback

- Base comments on behavior not personality.
- Offer positive feedback as well if possible.
- Be brief and to the point.
- Give concrete examples where possible.
- Offer some positive solutions.
- Communicate in private when appropriate.
- Listen to the person's explanation and point of view.
- Outline the consequences clearly and honestly.
- Check that you are being understood.
- Use "I" statements rather than "you".
  It avoids blaming. (eg. "I disagree" instead of "You're wrong."
- Avoid using judgements.
- Avoid using labels. (eg. You're a lazy slob.)
- Speak the way you would like to be spoken to yourself.

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Tips on Receiving Feedback

- Don't react until you understand what is said - restate, paraphrase or question to make sure you understand.
- Acknowledge and deal with your defenses honestly. "I feel...."
- Listen without interruption.
- Watch your body language.
  - -Keep eye contact
  - -Show interest
  - -Control facial expression and posture
- Communicate agreement or disagreement honestly and calmly. Try to control emotions.
- Remember it is an employer's or supervisor 's responsibility to not only praise but also point out errors.
- Be clear on what changes are requested of you.
- Admit errors and apologize for misunderstandings or inconvenience.
- Thank people for their feedback and suggestions. It is difficult for them as well. Feedback is an effort to help you.

The next activity will give you an opportunity to practice giving and receiving feedback.

Activity Five

The following are some problems that occur in employment situations. Form groups of 3. Have two people roleplay the situations. The third person will act as an observer and offer feedback.

The roleplaying can also occur in front of the large group if you are working this way. Receive feedback from all group members regarding the effectiveness of the communication.

1) Roles

A - supervisor
B - employee

Workplace

A - bank

Problem

A teller has been making many careless errors in mathematics for several weeks. She performs all her other tasks well and is particularly good with customers. She works very quickly and often does not check her work because she hates to keep clients waiting. Her supervisor wants to discuss this problem with her.

Roles

Workplace

2) A - manager
B - clerk

A - clothing store

Problem

You are working in a clothing store with a staff of six. One of the employees is very new. Yesterday you made an error and tagged about 100 items incorrectly. It will take about 2 hours to fix. Your manager just discovered the mistake and is quite angry. He doesn't know who made the mistake. You just realized it was your error. Roleplay the conversation.

Roles

Workplace

3) A - salesperson
B - sales manager

A - real estate firm

Problem

At sales meetings one salesperson frequently takes up more time than anyone else by talking for a long time. Sometimes his ideas are worthwhile, but he takes so much time speaking that no one listens. Today the salesmanager will speak to the salesperson about it.

Roles

Workplace

4) A - 2 co-workers
B -

A - business firm

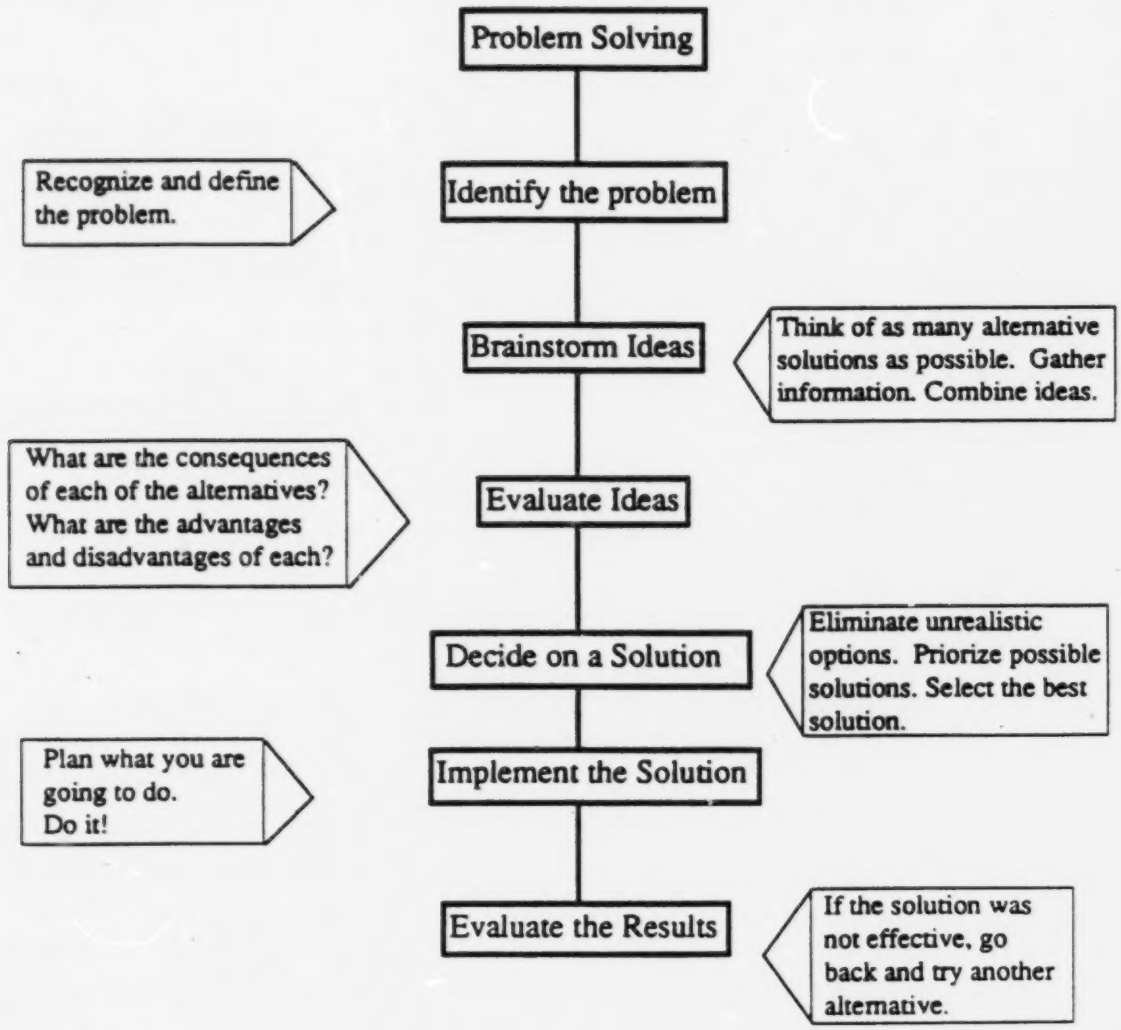
Problem

Three people are working on a project together. One of the three is not working as hard as the other two and doing her fair share. They are deciding what to do about it. Should they speak to her? to their supervisor? any other ideas? Role play their conversation.

Problem solving

As well as strong interpersonal skills, the modern workforce requires employees who have skills that allow them to assume greater responsibilty for their work. Decision making and problem solving skills allow the employee to take more control of the work process.

How do you solve problems? Here is a model of a problem solving method.


Problem Solving
Identify the problem
Recognize and define the problem.
Brainstorm Ideas
Think of as many alternative solutions as possible. Gather information. Combine ideas.
Evaluate Ideas
What are the consequences of each of the alternatives? What are the advantages and disadvantages of each?
Decide on a Solution
Eliminate unrealistic options. Priorize possible solutions. Select the best solution.
Implement the Solution
Plan what you are going to do. Do it!
Evaluate the Results
If the solution was not effective, go back and try another alternative.

Problem solving practice

Practice the problem solving method by doing this activity.

Activity Six

If possible work in a group. Decide on one problem for the group to work on. Use the format provided to solve the problem and write down what you are doing in each step. If you are having difficulty identifying a problem, look at the following for ideas:

- transportation to work
- care of dependents
- health
- living accomodations
- financial difficulties
- legal problems
- education
- difficult co-workers or boss
- family problem
- time

Identify the problem:

Brainstorm as many alternative ideas as possible:

Evaluate the ideas by listing the consequences and advantages or disadvantages of each:

Decide on the best solution:

Plan what you would need to do to carry out the solution:

Time Management

Time is money in the workplace. The employer is paying you for your time and naturally expects you to use your time on the job at maximum efficiency. The table below provides an indication of the value of your time per minute!

How Much is Your Time Worth?

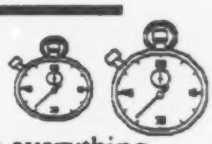
Salary Year	Salary Week	Value Per Hour	Value Per Minute
$10 000	269.23	6.73	.11
12 000	323.08	8.08	.13
15 000	403.84	10.10	.17
20 000	538.47	13.46	.22
25 000	673.08	16.83	.28
30 000	807.69	20.19	.34
40 000	1076.92	26.92	.45
50 000	1346.13	33.65	.56
60 000	1615.39	40.38	.67
70 000	1884.61	47.12	.79
80 000	2153.84	53.85	.90
100 000	2692.31	67.31	1.12

Look at time as money to invest. An employer "invests" in the time of his/her employees. Employees consume "on the job" time. Effective time management will not only increase workplace profits but also contribute to the quality of your daily life.

What does this mean to you?

You can be efficient about doing whatever tasks happen to be around, but if the very important tasks are not being completed, you are not working effectively. The following activities will explore efficient ways to organize your time both personally and "on the job".

A Time Management Process



1. **Organize your workspace.** Before you begin a task, have everything you need ready so that nothing interrupts the work once it begins.

2. **Plan.** Make daily "To Do" lists of the task that have to be done.

3. **Priorize.** Identify the most urgent tasks.
   Attach deadlines to these tasks.
   Priorize your "To Do" lists to allow completion of the task within their deadlines.
   For example:

4._____	A-1._____
3._____	2._____
2._____	B-1._____
1._____	2._____
	3._____
	C-1._____
	2._____

4. **Delegate or Share Tasks.** After your list is priorized, ask yourself if any of the tasks can be delegated or shared. Record who will be responsible and agree on deadlines.

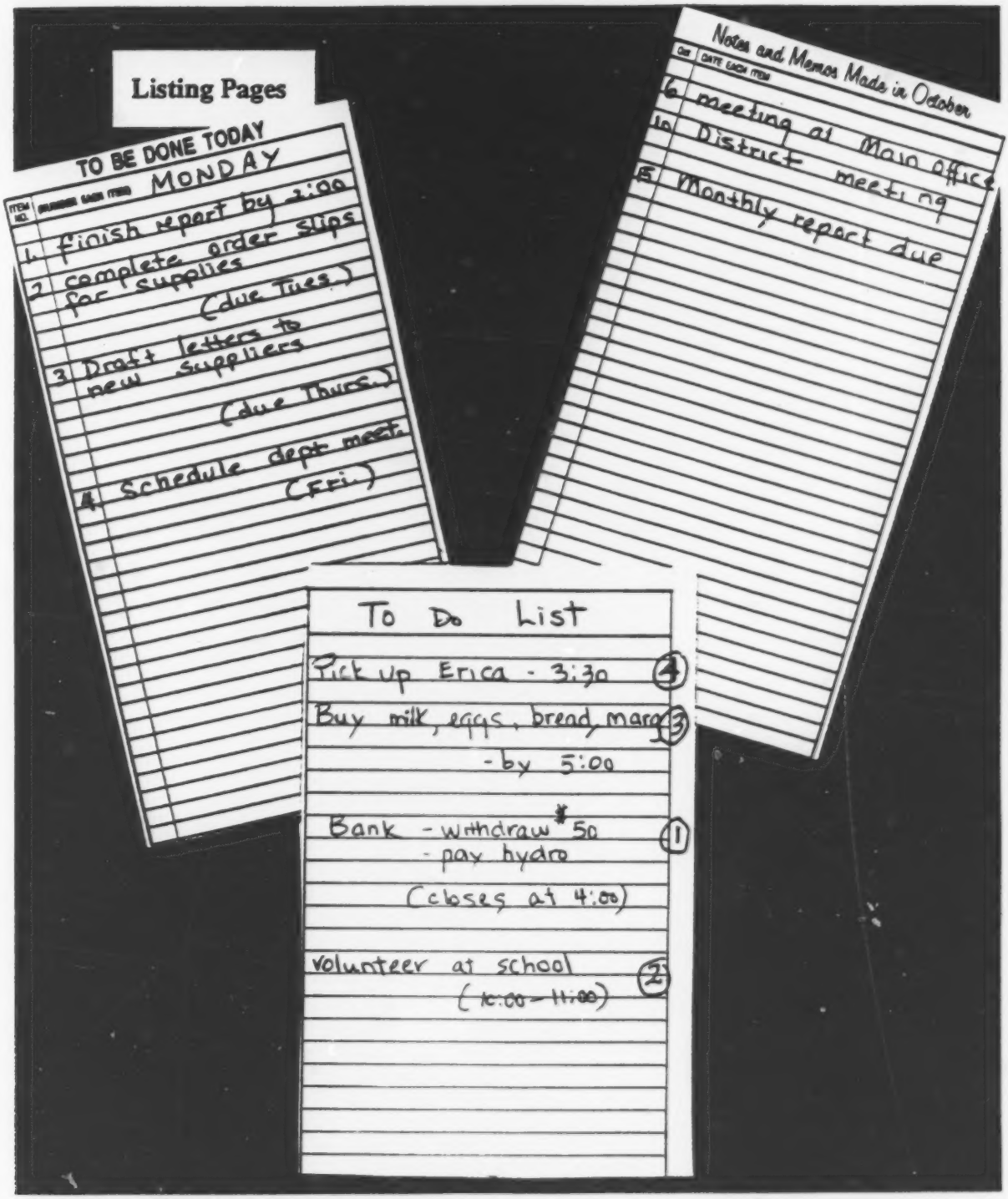
5. **Schedule.**
   - Schedule your most challenging and essential tasks for the part of the day that is your personal energy peak.
   - Save routine tasks for other times when you are less alert.
   - Assign deadlines to each task and schedule them into your week so that they are met.

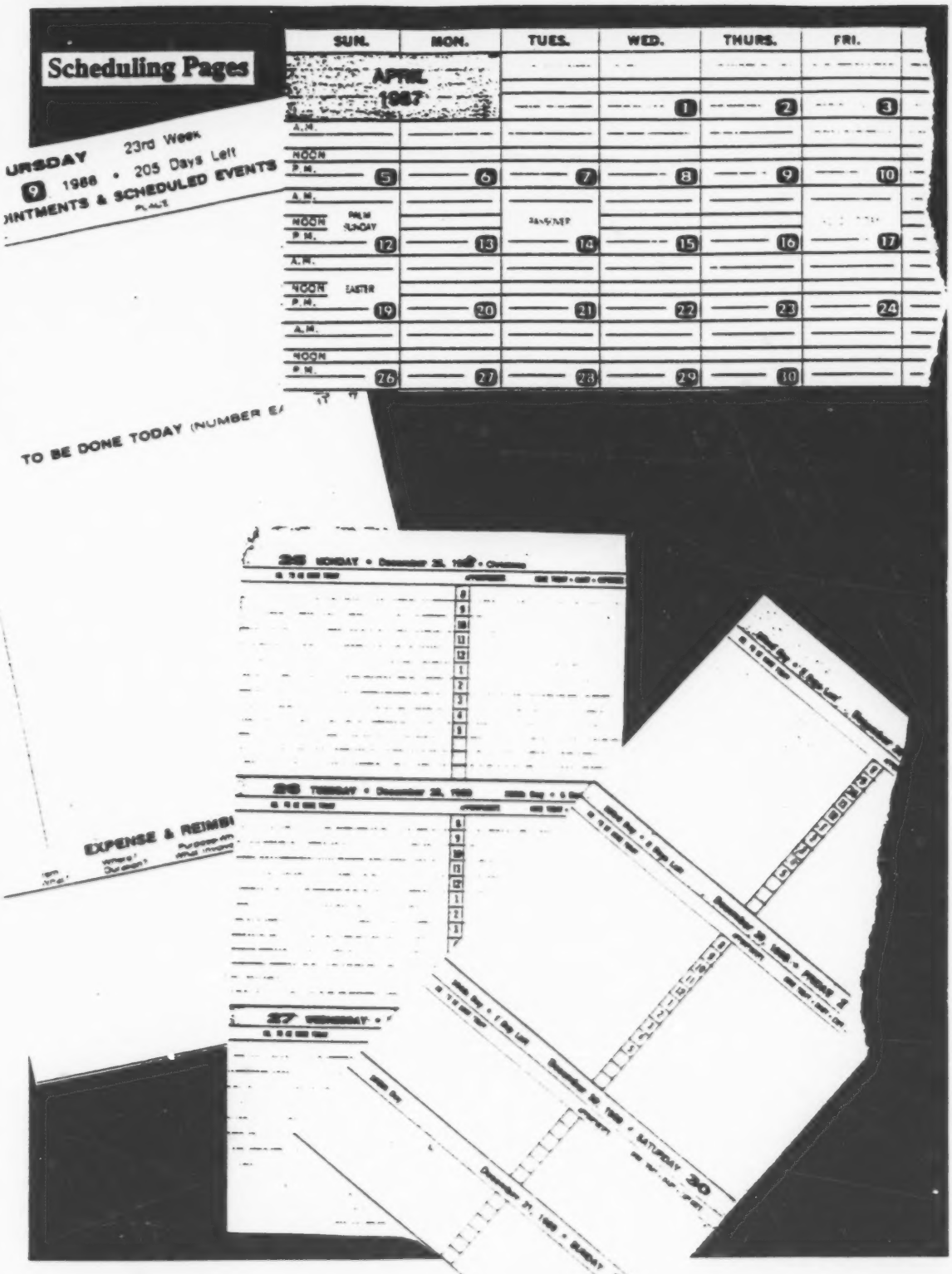
6. **Review** your list and schedule each day and re-priorize, cross off what has been completed, make any additions using the same process and re-schedule. This is a daily, on-going process.

Hints from the experts

- Do the little jobs quickly. Don't let them become an insurmountable mountain!
- Concentrate on one thing at a time. Try to focus 100% of your attention on the task at hand.
- Control telephone interruptions. If possible have someone take messages for you while you are working on a specific task.
- Avoid worrying about work that remains to be done.
- Check your "To Do" list at least three times a day.
- Be flexible. Allow time for unexpected interruptions.
- Make quick decisions on details.
- Take advantage of slack times to catch up on routine tasks.
- When you are not working, RELAX. Your mind and body need time off in order to function most effectively.
- Use one scheduling tool such as a calendar, diary or day-timer to help you record your lists and schedule your activities.

Sample Time Organizing Products


Listing Pages
TO BE DONE TODAY
MONDAY
1. finish report by 2:00
2. complete order slips for supplies (due Tues.)
3. Draft letters to new suppliers (due Thurs.)
4. Schedule dept meet. (Fri.)
Notes and Memos Made in October
6 meeting at Main office
10 District meeting
15 Monthly report due
To Do List
Pick up Erica - 3:30 (4)
Buy milk, eggs, bread, marg (3)
- by 5:00
Bank - withdraw $50 (1)
- pay hydro
(closes at 4:00)
volunteer at school (2)
(10:00 - 11:00)



Improvement Retention

Managing your own time

Identify at least six tasks that you have to get done this week. Use the time management process to priorize and schedule these activities.

Activity Seven

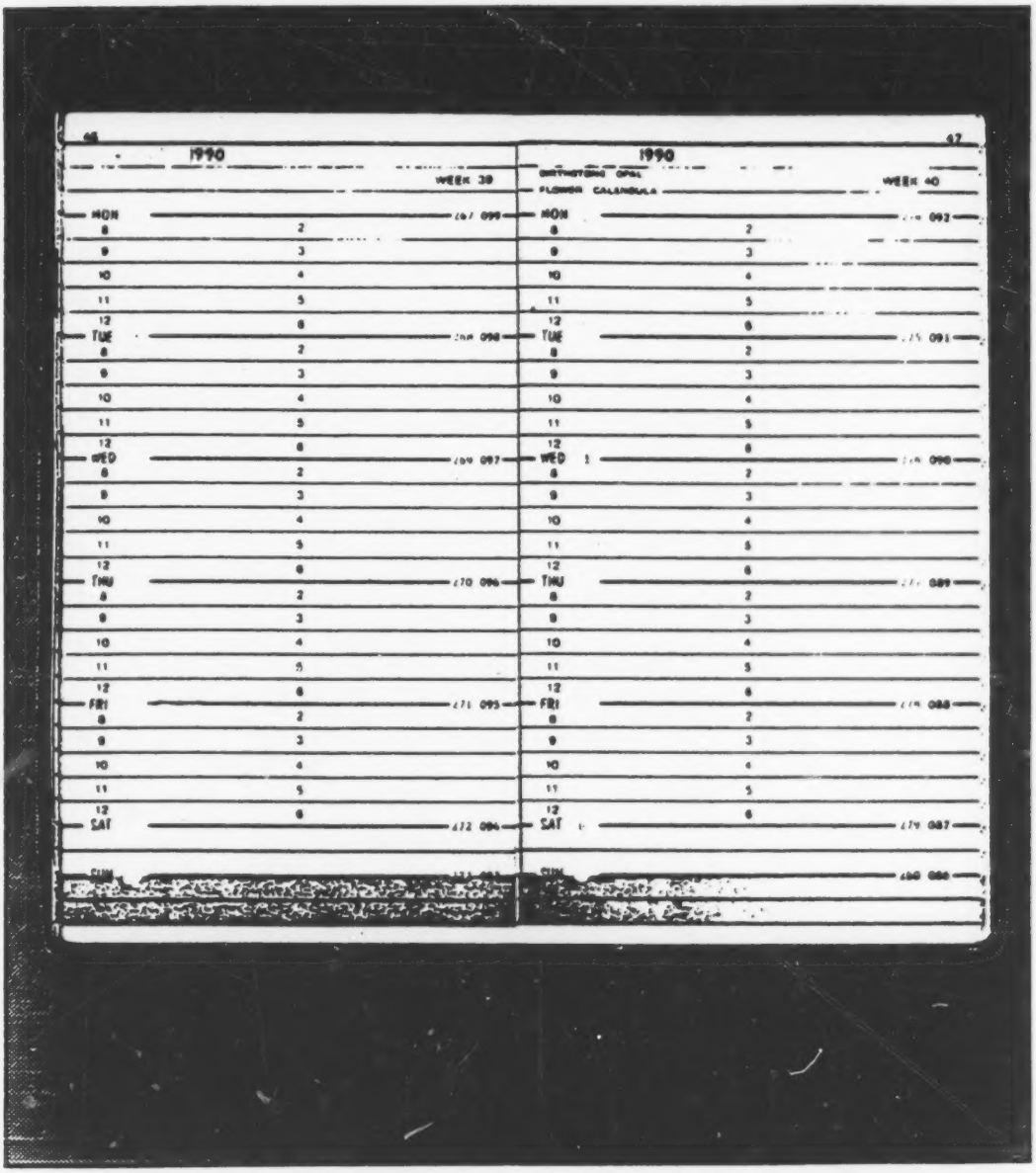
List and prioritize six tasks that you have to get done this week.

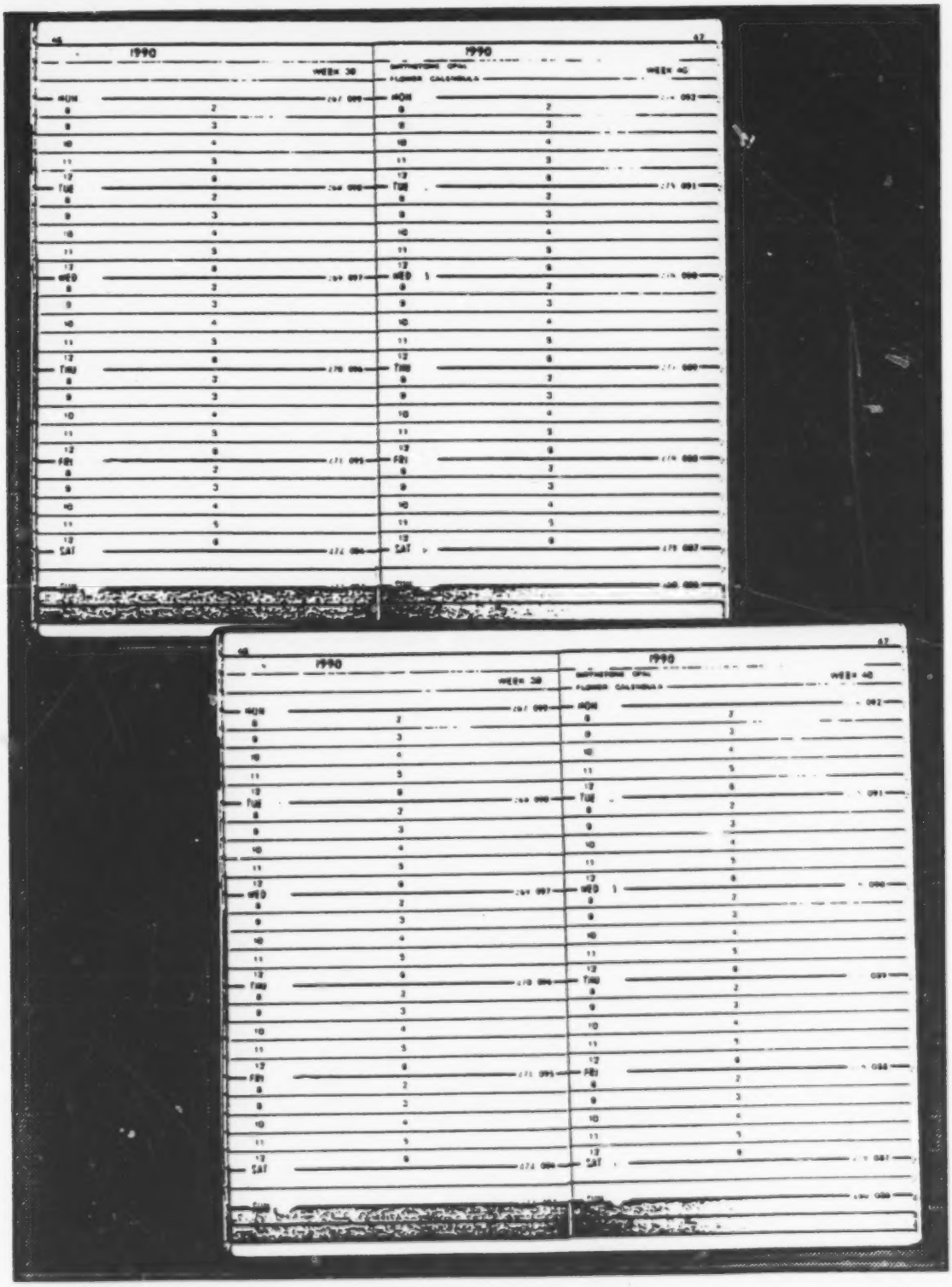
To Do List Number	Week of_____ Deadline
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	

Scheduling your own time

Activity Eight

Schedule your tasks into the weekly diary/calendar format below. Consider your deadlines, how long it will take to complete each task and your peak work periods.





Summary

You have just completed an investigation and application of some skills involved in the management of time. Effective use of your time both personally and in the workplace directly affects your personal productivity.

Personal satisfaction in a job efficiently done is one of the rewards of this process. Employers will see you as a good investment.

Time management skills provide you with a tool to allow you to accomplish whatever you choose to within a set time frame.

The following section will discuss financial and legal workplace issues. You will have the opportunity to learn about financial benefits, to solve problems about various financial situations and to become aware of your rights as an employee.

Financial and Legal Considerations

Date begun_____

Date completed_____

Introduction

Effective career planning involves financial and legal considerations. If you decide that additional education is required there are several funding sources available. You will also have to plan your personal / family budget to allow for the time you spend studying.

Once employed, there is a lot of financial information that relates to your job that you have to find out about. Your paycheck will have several deductions which you should understand and be able to verify. Your job may come with a benefits package which you should be aware of and know how to use.

In Canada, there is legislation that defines and protects your rights as an employee. The legislation covers discrimination on a variety of grounds. An awareness of your rights can protect you throughout your working career.

This section will focus on these financial and legal aspects of employment.

Paying for your education

Let's face it. Getting an education is costly.

Financial planning for your education should begin as soon as admission to college becomes a possible goal. That is - don't wait. You can start planning now even though you may not be ready yet to begin your actual course.

Your educational financial plan should include:

1. **estimating your actual costs**

2. **identifying financial resources**
   (who will give you money)

3. **developing strategies to meet those costs**

1. Estimating costs

Once you have determined your course, see your Financial Aid Office in your local college. If you ask, they will give you the latest figures for tuition and living expenses.

It is also beneficial to consider your monthly budget.
eg. How much will you need for rent, food etc?

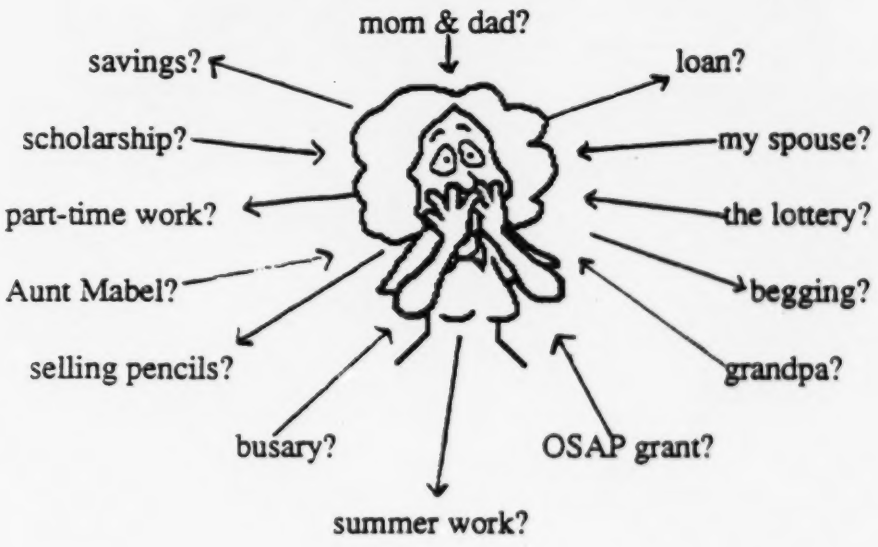
Here is a sample.

Monthly Expenses While in School	
rent	_____
utilities	_____
telephone	_____
cable T.V.	_____
groceries	_____
meals/snacks away from home	_____
laundry/dry cleaning	_____
transportation	_____
medical/dental/prescr.	_____
haircuts/hygiene needs	_____
entertainment/recreation	_____
gifts	_____
other	_____
	_____
	_____
Total per month	_____

Activity One

Spend time working out your monthly expenses. Add things you need which may not be listed above. Be as accurate as you can.

2. **Identifying Resources** - Let's see, where can I get $$$$.



Your college Financial Aid Office will provide you with information about **OSAP (Ontario Student Assistance Plan)** If you qualify, it is a great way to obtain money to go to school. Use your college resources to find out about this program.

The Registrar's Office will be able to tell you about **scholarships**. A scholarship provides varying amounts of money to students. It is often based on high academic achievement or merit.

To find out about **bursaries**, money available from different sources to help students in financial need, talk to your Financial Aid Office.

* Inviting a Finacial Aid Officer to speak to your class would be a great idea!

Activity Two

Expected Resources for School Year
(List all possible sources)

Savings from summer employment _____

Other savings _____

Assistance from parents
or other relatives _____

OSAP grant (approx.) _____

Loan _____

Bursaries _____

Scholarships _____

Part-time earnings _____

Total Resources _____

Activity Three

Use your total from pg. 167, the cost of tuition for a course you want to take, and add several hundred dollars for books.

1. Total Monthly Expenses x 8 _____

2. Tuition _____

3. Books and supplies _____

Total of Expenses _____

continued

Activity Four
Subtract your expenses from your resources.

Total Resources (pg. 169)_____

- Total Expenses (pg. 167) _____

_____

$

Will you be able to manage?_____

Activity Five

Brainstorm ideas to either decrease your monthly living costs or increase your monthly resources.

eg. What if I brought my lunch instead of buying?
Maybe I could sell my car.
Maybe I could do some babysitting.

Think about it.....

Is it worth going without some things now in order to get a good job in the future?

Reading your pay stub

Your first pay check can be quite a disappointment. The salary you earn and the amount you actually receive are very different. Employers are required by law to make deductions for Canada Pension Plan (CPP), Unemployment Insurance Commission (UIC) and income tax.

Other deductions, such as union dues, vary depending on where you work. Some deductions, such as group insurance, dental plans and drug plans, are optional. Often the employer makes contributions to these optional plans as part of the benefit's package.

Here is a sample pay stub.

Employee Name	Employee Number	pay period		
Louise Parent	005162	12/03/90 - 26/03/90		
gross earnings	vacation pay	overtime	hours	rate of pay
953.44			80	11.92
C.P.P.	income tax	group insurance		
12.87	113.04			
union dues	U.I.C.	dental plan contributions		
2.50	18.59	1.53		
date of issue	cheque number	Net Pay (amt. of cheque)		
26/03/90	1220	804.91		

C.P.P. (Canada Pension Plan)
Your contributions are invested in a pension fund. When you retire you will receive a pension from the Canadian government.

income tax
This money is paid to the federal and provincial governments.

U.I.C. (Unemployment Insurance)
If you become unemployed after having worked for a certain amount of time, you will receive money from UIC.

Activity Six

Answer the following questions about the sample pay stub.

1. Which item accounts for the largest deduction?

   _____

2. What is the total amount of all the deductions?

   _____

3. Show how the net pay of $804.91 is calculated.

   _____

Once employed, it is important to know how your salary is calculated. Knowing how to calculate raises and overtime will allow you to verify your pay and to make valid decisions about different job situations.

The following word problems will allow you to practice some of these mathematical skills.

Activity Seven

1. A medical laboratory technologist earns $ 16.85 an hour. He just received a 5.2 % raise. How much more will he earn per hour?

   Calculations:

If you need help with percent, see page 176.

Answer: The technologist earns _____extra per hour.

continued

2. A draftsperson earns $ 20 862 per year. She gets 3.4% cost of living raise. What is her new annual salary?

Hint: There are two steps to this problem.

Calculations:

Answer:

3. A baker earns $ 464.32 a week. He has been offered a new job at $ 12.27 an hour. If he works a 40 hour week, which job pays more and by how much?

Calculations:

Answer:

continued

4. A pharmacy assistant is trying to decide between two job offers. Read the following information and work out which job provides the opportunity to earn more. Calculate how much more.

Job A

Hint: Work everything out for 1 year and compare.

- $ 8.80 an hour is the regular pay.
- 44 hours is a normal work week.
- Overtime is paid at "time and a half."
- 3 hours is the average overtime per week.

Job B

- $21 468 is the annual salary.
- 44 hours is the normal work week.
- No overtime is available.
- After completing one year of satisfactory work, there will be an automatic 3 % bonus retroactive to the beginning of the year.

Calculations:

Answer:

continued

5. Look back at the last problem. Taking everything into account, which job offer would you take? Why?

Percent

You may read that inflation is 5% this year or that your income tax rate is 17% or that you received a 6% raise. What does percent mean? Six percent (%) means 6 out of 100 and can just as easily be written 6/100. If you received a 6% raise, you would earn an extra $6.00 for every $100 you usually earn.

Here is a sample problem showing you two different ways to calculate percent. Use the method that makes sense to you.

Sample Problem: **A technician earns %12.82 and hour. She just received a 4.5% raise. How much is 4.5% of $12.82?**

Method A Remember that 4.5% is the same as 4.5/100.
The expression 4.5% of $12.82 can be translated into math.

$$\frac{4.5}{100} \times \$12.82$$

Work it out: $\frac{4.5}{100} \times \$12.82 = \frac{\$57.69}{100} = \$0.5769 = \$0.58$(rounded)

Answer: The technician earns $ 0.58 or 58 cents extra an hour.

Method B uses ratio and proportion and a bit of algebra.

Let X be the increase in dollars.

$$\frac{4.5}{100} = \frac{X}{\$12.82}$$

$$(100 \times X) = (4.5)(\$12.82)$$

$$X = \frac{(4.5)(\$12.82)}{100}$$

$$X = \$0.5769 = \$0.58 \text{ (rounded)}$$

Answer: the technician earns $0.58 or 58 cents extra.

Financial Benefits

Full-time work usually includes "*extras*" for employees. These extras are sometimes called fringe benefits. Fringe benefits refer to extra possibilities or conditions that are part of the job. They may increase the employee's satisfaction and provide enjoyment. Fringe benefits may include the possibility of travel, an attractive uniform, use of a company car, access to further training and education, or the opportunity to meet famous people.

Financial benefits refer to benefits that are perceived to save the employee money. Financial benefits are offered in addition to salary as extra job incentives. They make a work offer more attractive and contribute to employee satisfaction and security.

Some financial benefits such as life insurance plans and sick day coverage are offered free to employees. The costs are fully assumed by the employer. Other financial benefits can be health or insurance packages which the employee opts to contribute to.

It is important to be aware of the existence of financial benefits when considering a job offer. Once you are employed, make sure you have all the information you need to take full advantage of what is offered. In large companies, Human Resources or Personnel Officers will provide you with this information. In smaller companies, the person who hires you will also tell you about any included financial benefits.

The following activity will identify financial benefits you are familiar with. You will also have the opportunity to hear about the financial benefits that people in your group have enjoyed or know about.

Activity Eight

Part A

- If possible, form into groups of 3 - 5 people.
- Choose a person to keep a record of what your group says.
- Brainstorm* with your group a list of financial benefits you are familiar with. Make sure your group understands each benefit. What does it mean? How does it work?
- Share all the group's information and compile a list of all the benefits described by all the groups. Write this list on a chalkboard or tape it on chart paper.

*Brainstorm - see skill sheet on the following page if you are unfamiliar with this process.

Part B

Which five benefits are the most important to you?

	Benefit	Why?
1.		
2.		
3.		
4.		
5.		

Part C

Do you need more information about some benefit? Which ones?

Benefit	What I want to know?

Finding Out About Financial Benefits

Our workplaces are often specialized. In large organizations the people who handle benefits are Personnel or Human Resource Officers. To find out information about what benefits are available and how they are organized, we suggest you speak to one of these experts. The activity that follows will allow you to structure a visit from an employment benefits resource person.

Activity Nine
Part A

If you are doing this activity alone, find a local business, college or company that has a Personnel or Human Resource Officer. Call and make an appointment to meet with this person to get information about financial benefits available in that workplace.

or

If you are working in a group or with a class, decide together whom you would like to invite. Have one person invite the expert to come and speak to you. Arrange a date, time and location. Decide on the length of the talk and question period.

- **Brainstorming**

What is brainstorming? Brainstorming is a way to quickly think of as many solutions as possible to a problem.

How do you brainstorm?

- Think as creatively as you can.
- Say any ideas you have no matter how silly they may seem. The wilder the idea the better!
- Don't criticise anyone's ideas.
- List every idea that is offered.

Listening to a Financial Expert

It's important to be ready for a speaker. By preparing for the visit, you can make the best use of the speaker's time and knowledge. Planning your questions ahead is a good way to prepare.

Activity Nine
Part B

Look back to page 178, Activity Eight, Part C. Write some questions to ask the expert about benefits you wanted to know more about.

_____
_____
_____
_____

Be ready to ask these questions.

Activity Nine
Part C

- Listen to your speaker.
- Ask your questions.
- Did you learn anything new about financial benefits from the visit? What?

_____
_____
_____
_____

Learning about legal obligations

If you read the newpaper or watch the news, you can pick up valuable information about you legal rights and obligations a an employee.

The following article was published in a local newspaper.

Activity Ten

Read it carefully; maybe even several times. When you are finished, be prepared to give your opinion about who is responsible for the damage. You can't be wrong, but be sure to have facts to support your opinion. You may chose to give a 3 minute oral presentation or write a multiparagraph pro/con essay supporting your opinion. Check with your instructor before you begin.

Remember that this is an example of the types of information available to you right in your local newspaper..

continued

Activity Ten

continued

Employees face possibility of being sued for negligence

CLAIRE BERNSTEIN

BUSINESS-IN-LAW

Picture this scenario. You're paddling around the kitchen in the early morning. Eyes half-closed you're trying to get the coffee going.

Suddenly, there's a knock on the door "Huh, that's funny. Can't be the delivery boy. This isn't his day for collection.

You open the door and you almost drop dead. It's the process server handing you over a piece of paper.

You're being sued for $34,000 for something you broke at work!

Can employees be held personally responsible for the damages they cause at work through their negligence?

This is a question that hangs like a dark cloud over every employee — whether they are currently working, thinking about retiring, or have recently retired. And it's a question currently hanging over the courts.

The wrong answer can threaten social stability by creating a whole class in society who will be afraid to answer their front bell.

The employee-negligence spotlight has just recently turned on a case out of British Columbia.

London Drugs, a drugstore chain, arranged to store a $34,000 transformer with a storage company, Kuehne and Nagel.

It signed Kuehne's contract form which included a clause which said, "If we, Kuehne, muck up your transformer while it's in our care, our damages will be limited to paying you $40 per package."

Now, London Drugs was perfectly aware of what it was getting into.

It's not as if its hands were tied. It was perfectly free to protect itself against substantial losses by declaring the value of the transformer and getting it insured. But London didn't to choose to go that route.

As luck would have it, two of Kuehne and Nagel's employees dropped the transformer, and London sued not only Kuehne and Nagel. It also sued the two employees.

You can just imagine. The two employees were in a pickle. A damage award of $34,000 could completely bankrupt them.

They had no choice. They had to get a lawyer to defend themselves and find the money to pay him.

In the trial court, the employees were hit by a ton of bricks. They lost!

The judge ruled that their boss, Kuehne and Nagel, only had to pay London Drugs $40, the amount stated in the contract.

But since the employees hadn't signed the contract, they weren't protected by it.

That meant, according to the judge, there was nothing to protect the two employees from being held responsible for the damages caused through their negligence at work. That's why they were liable to London Drugs for the entire $34,000!

Now for a small company to shell out $34,000 is nightmare enough. But for two warehouse employees to shell out is catastrophic. Life-threatening.

So the employees shelled out some more preventive money and instructed their lawyer to appeal the judgment against them in the B.C. Court of Appeal.

Because the case was so important, the Teamsters Union, on behalf of its members, many of them are warehouse employees, filed an intervenor's brief.

And because the case had such social implications, a full panel of five appeal judges sat on the bench.

And the five judges rendered five different judgments.

The majority agreed that the two employees were not responsible for the damages they had caused the London chain because of their negligence while on the job.

Unfortunately the judges couldn't agree under what conditions and on what legal base employees in general can or cannot be held liable.

A lot of theories were bandied about.

One judge wrote that there was no close relationship between the employees and London. That's why the employees couldn't be held responsible.

Another held that London wasn't relying on the employees to handle their transformer with great care since they chose not to declare the value of the transformer and take out insurance to cover their risk.

And when the person who has suffered damage didn't rely on the employees — London had accepted the risk of damage because they had decided not to pay for insurance — they can't expect to get the employees to be their fall guys.

It is absolutely essential that the Supreme Court of Canada clear up this confusion and state in clear, unequivocal, legal language just what are the limits of employees' responsibility for their negligence on the job which causes their employer damages and their employer's customers damages.

It's not as if the black cloud of employee responsibility can be swept away just by having the employer sign a piece of paper saying that it will defend its negligent employees if they are sued, and pay their damages if they lose in court.

What happens if the employer has gone bankrupt in the meantime? Or has folded up its tents and disappeared into the night?

All the negligent employees have when they're taken to court is protection that isn't worth the piece of paper it's written on!

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Canadian Human Rights

In Canada, the belief that everyone should be treated with equality and have the same chance to make the most of life has become law.

The Canadian Human Rights Act was created to protect all Canadians from discrimination. It was written and accepted by Parliament in 1981 with further changes made in 1984 and 1986.

Do you know your rights?

Activity Eleven

Use a √ mark to indicate whether you feel the question is appropriate or inappropriate for an employer to ask.

On an application form an employer can ask.....	appropriate	inappropriate
1. your sex, age and marital status		
2. what public or elementary school you attended		
3. whether you are legally entitled to work in Canada		
4. your citizenship		
5. what church you attend		
6. what clubs or organizations you belong to		
7. what high school or university you attended		
8. your mother tongue		
9. the names of your previous employers		

Check your answers with the explanation on the next page.

Employment Retention

Date begun_____

Date completed_____

1. **Inappropriate.**

   You should not be asked sex, age, and marital status (married; divorced; common-in-law; single; separated; maiden or birth name) Questions about children, dependents; child care arrangements, child-bearing plans; pregnancy; birth control; information about spouse, second income, insurance beneficiaries' relationship of person to be notified in case of emergency may not be made. Questions about height and weight are also inappropriate.

2. **Inappropriate:**

   You should not be asked about the name and location of the elementary school. However, job related questions such as: grade/level completed; degrees/ diploma level obtained; courses of study may be asked.

3. **Appropriate:**

   You may be asked if you are legally entitled to work in Canada.

4. **Inappropriate:**

   You should not be asked about your citizenship because it may provide information about your national origin.

5. **Inappropriate:**

   You may not be asked what church you attend or about religious holidays or customs you observe.

6. Inappropriate:

You may not be asked to list memberships or organizations.

7. Appropriate.

You may be asked your high school, college or university background and for verification of educational background.

8. Inappropriate

You may not be asked what language is spoken in your home, because it solicits information about your national origin.

9. Appropriate

You may be asked about previous employers.

The questions and answers have been adapted from Employment Application Forms and Interviews. Complete information about the kinds of questions an employer may or may not ask can be obtained from:

The Ontario Human Rights Commission
623 - 55 St. Clair Avenue East
Toronto, Ontario M4T 1M2
Telephone: (416) 966-5527

The Canadian Human Rights Commission
400-90 Sparks Street
Ottawa, Ontario K1A 1E1
Telephone: (613) 995 -1151

Knowing your legal rights

The Human Rights Act - An Overview

In Activity Eleven, you looked at some examples of questions which are frequently asked in employment situations. Some of these were inappropriate according to the Human Rights Code as they requested information which might be used in a discriminatory way.

There are 10 grounds on which discrimination is forbidden by the Canadian Human Rights Act. They are as follows;

1. family status
2. marital status
3. race
4. national or ethic origin
5. colour
6. religion
7. age
8. sex
9. conviction of an offense which has been pardoned
10. disability

The Act also prohibits harassment on all ten grounds. Harassment means being subjected to any unwelcome verbal or physical behavior that is related to the 10 grounds of discrimination (for example: racial insults or sexual abuse).

The Human Rights Act covers all behavior in the federal government, in the workplace, regarding the occupancy of accommodation (housing),and areas that provide services, goods and facilities(for example: restaurants, stores and parks).

Each province has similar laws forbidding discrimination based on the areas that they control (for example: housing, shops and provincial government programs).

The Ontario Human Rights Code follows the Canadian Act very closely. Specific to workplace interests, its intent is to promote equal employment opportunity. It states that employees must be considered equally and be allowed to compete equally for jobs which they are qualified for. It insures that employees be informed of duties and performance expectations and be given the opportunity to improve. It also guarantees that employees be free to file a complaint without fear of reprisal and that employees can work in an environment free from discrimination and harassment.

Activity Twelve

Read the following questions about Human Rights issues and the experts' responses.

In these situations, discrimination is based on what grounds?

Example #1

Question: I keep getting passed over for a sales job I'd like, all because of my family status. I'm a working mother, you see, so my boss thinks I couldn't handle the travel this job calls for. In fact, my husband is perfectly willing to look after the kids if I have to be out of town for a few days at a time. I've told the boss that, but he's not listening. Deep down, he thinks a mother's place is at home - nowhere else. Can the Canadian Human Rights Commission help me?

Answer: It might be able to. If you made a discrimination complaint and the facts turned out to be just as you've told them, the Commisssion could take steps to get you a crack at the job. Employers are not allowed to base these decisions on mere guesswork about what people can or cannot do because of their family status or any other forbidden grounds of discrimination. People must be assessed on their own individual strengths. And their weakness too, of course. That would be the big question in the Commission's investigation of your complaint: Your family status aside, are you the best available person for the job? Your employer is entitled to pass you over in favour of someone who is better qualified. But if your qualifications are good enough, your family status is not an acceptable reason for holding you back.

1. Discrimination based on

   _____

   _____

Example #2

Question: Believe it or not, I was turned down for a job because I'm married. It's a short-term posting to an isolated spot in the far north, and they say they only hire singles. I know my wife couldn't come with me, but we'd only be apart for a few months. Wasn't that discrimination?

Answer: It looks that way. If you made a formal complaint, and the Canadian Human Rights Commission investigated, the employer might produce a good enough reason to justify the singles-only rule. But it is not easy to think what that might be. If the employer is simply leaping to conclusions about how all single people and all married people handle isolation, that is just plain prejudice. Under the Canadian Human Rights Act, you are entitled to be considered as an individual, not as a member of a group like "married people" you happen to belong to. If the employer did not have a good enough reason, the Commission's job would be to get compensation for you and to make sure the job applicants like you were considered on the basis of their own, individual characteristics.

2. Discrimination based on:

_____

_____

* from Canadian Human Rights Commission brochure on Discrimination, from Minister of Supply and Services,1986, cat. No. HR32-1/9-1986, ISBN 0-662-54776-4.

In the previous activity, you read examples of employment discrimination based on family status and marital status.

Activity Thirteen

Refer back to page 187 where the 10 grounds on which discrimination is forbidden are listed.
Divide into groups of 2 or 3 people if possible.
Have each group **select one** of the 10 grounds described and **prepare a short oral presentation** explaining in greater detail the legislation in this area. Your talk should clarify what behavior is suitable or unsuitable according to Canadian or Ontario Human Rights legislation. You may give an example (either personal or otherwise) of an incident of discrimination in this area.
Your presentation should last about 10 minutes. **Leave time for questions** at the end of your presentation.

If you are working alone, do this in writing.

The addresses on the following page will help you get information on Canadian Human Rights Policy.

The Canadian Human Rights Commission publishes several booklets. These booklets explain how the Human Rights Act works. They describe the various discriminatory behavior that is forbidden and describe the steps of the complaint procedure.

These booklets are available to anyone who requests them. There is no cost. All the available brochures and publication are printed in the Human Rights Commission Publication Catalogue. You can write or telephone toll free to these offices.

National Capital
Canadian Human Rights Commisssion
915-270 Albert St.
Ottawa, Ontario, K1P 5W3
Telephone: (613) 996 0026

Ontario
623 55 St. Clair Avenue East
Toronto, Ontario, M4T 1M2
Telephone: (416) 966 5527

HAMILTON
119 King Street West
L8N 3Z9
Tel.: (416) 521-7736
1-800-263-5906

KENORA
808 Robertson Street
P9N 1X9
Tel.: (807) 468-3128
1-800-465-1104

KINGSTON
1055 Princess Street
K7L 1H3
Tel.: (613) 545-4340
1-800-267-0915

KITCHENER
824 King Street West
N2G 1G1
Tel.: (519) 744-8101
1-800-265-2468

LONDON
205 Oxford Street East
N6A 5G6
Tel.: (519) 439-3231
1-800-265-4707

MISSISSAUGA
2 Robert Speck Parkway
L4Z 1H8
Tel.: (416) 273-7811
1-800-268-2808

OTTAWA
2197 Riverside Drive
K1H 7X3
Tel.: (613) 523-7530
1-800-267-1916

SAULT STE. MARIE
390 Bay Street
P6A 1X2
Tel.: (705) 949-3331
1-800-461-7268

SCARBOROUGH
2500 Lawrence Avenue E
M1P 2R7
Tel.: (416) 750-3575
1-800-268-6585

ST. CATHARINES
205 King Street
L2R 3J5
Tel.: (416) 682-7261
1-800-263-7260

SUDBURY
199 Larch Street
P3E 5P9
Tel.: (705) 675-4455
1-800-461-4000

THUNDER BAY
435 James Street South
P7E 6E3
Tel.: (807) 475-1691
1-800-465-5016

TIMMINS
273 Third Avenue
P4N 1E2
Tel.: (705) 267-6231
1-800-461-4000

WINDSOR
500 Ouellette Avenue
N9A 1B3
Tel.: (519) 256-8278
1-800-265-5140

Ask for the Publication Catalogue and list of free brochures.

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Harassment

"The Canadian Human Rights Act gives each of us equal opportunity to work and live without being hindered by discriminatory practices. It covers federal government departments, agencies and Crown corporations, and businesses and industries under federal jurisdiction, such as banks, airlines and railways." (Canadian Human Rights Commission, What is Harassment?". 1984.)

The Ontario Human Rights Code prohibits harassment. Harassment is a form of discrimination. It means being subjected to unwelcome verbal or physical conduct that is related to the 10 grounds of discrimination prohibited by law.

Some examples of harassment on the job are unwanted physical contact and insulting and offensive jokes in the workplace. Workplaces often have harassment policies and set procedures to follow to lodge complaints.

Activity Fourteen

Within your college or workplace, contact the student association, union or personnel representative and request a copy of their policy on harassment. Read it and make notes on the following points.

Notes on Harassment Policy

A Types of Harassment

_____

_____

_____

_____

B Complaint or Grievance Process

_____

_____

_____

_____

continued

C For further information, who do you contact in your community"

Name	Address	Telephone Number

Activity Fifteen

You have looked at the issue of harassment in an instituion or workplace. Have you or someone you know ever been subject to harassment in the workplace?
In a paragraph, describe the situation using the following guide.

What happened?
Who did it happen to?
When did it happen?
Where did it happen?
How did it happen?
Why did it happen?

Given the information you have now, how would you deal with that situation?

Make and outline and rough draft. Have it checked by your instructor before making a final copy. (If you have access to a word processor, you will save time!)

Conclusion

This **Career Planning Unit** has led you through a comprehensive process. Deciding upon and planning for a career involves making some very important decisions. The outcome of the decisions and taking the actions that result will affect a large portion of your life. Job related decisions can determine your standard of living, your place of residence and your personal sense of satisfaction and well-being. The identification of your personal skills, needs and interests formed the basis for the decisions made in the subsequent sections. For these reasons, a great deal of time and effort was initially spent on the self-inquiry process outlined in the **Self-Assessment** section.

The **Employment / Education Investigation** section gave you the opportunity to research the jobs currently available in your community and to match them to your personal needs. In the **Job Search**, section you practiced the actual skills required to successfully apply for a job. This important process was complex and took a lot of time and personal effort.

The **Job Retention** section discussed a variety of factors and behaviors essential to keeping your job. Lastly, you looked at some **Financial and Legal Considerations** that relate to work.

We hope it has been a valuable and interesting personal exploration for you. The workforce is a very dynamic and demanding place and you owe it to yourself to be as prepared for it as you possibly can. Perfecting your skills and meeting challenges is an ongoing, lifelong process.

Thematic Unit: Career Planning
Student's Signature_____
Instructor's Signature_____

ONTARIO BASIC SKILLS

TEACHER'S MANUAL

CAREER PLANNING

A THEMATIC UNIT FOR INTEGRATED CURRICULUM

INTERMEDIATE LEVEL

Ministry of Education
September, 1990

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MESSAGE FOR THE USER

The Thematic Units for Integrated Curriculum are intended for the adult student registered full-time or part-time in the Ontario Basic Skills (OBS) program. The units are available for Basic, Intermediate and Advanced Levels, with Teacher's Manuals to accompany each respective booklet.

As an adult educator, you may question how the Thematic Unit will fit into the programming plans for class activities. The Thematic Unit may be offered as a complete mini-course (e.g. fifteen class hours), or it may be offered on a part-time basis (e.g. three hours a week for five weeks). Other practicitioners envision Thematic Unit study time scheduled for an hour each day of class or several times weekly. Of course, the examples given are intended to help you, the instructor, know what to expect.

The Thematic Unit must be relevant to the overall goals of the OBS program since it is to be integrated into the framework of the total curriculum. Classroom or teacher texts, modules, handouts and resources which have already been developed or purchased will still be needed. Because student mastery of core skills is an important objective of the OBS program, a variety of materials and methodologies must be available in a manner to parallel and complement the Thematic Unit. Parallel Skill Mastery Units and Thematic Units are both necessary to the student's achievement of personal needs and goals, and to the overall goals and aims of the Ontario Basic Skills Program.

OVERVIEW

Career Planning - A Thematic Unit for Integrated Curriculum

The overall objectives of the Thematic Unit for Career Planning are:

- To encourage students to define their personal employment needs and develop strategies for meeting those needs
- To increase the range of employment, and education/training options and choices available to the student
- To assist the student to apply academic knowledge and skills to successfully achieve his/her career objectives
- To encourage students to develop skills in solving concrete problems related to the field of employment

The Career Planning Thematic Unit consists of ~~five~~ six parts:

Introduction to Career Planning
Self Assessment for Employment
Employment/Education Investigation
Job Search
Financial and Legal Considerations
Employment Retention

Students can work right in the Student's Booklets, available for three levels: Basic, Intermediate, and Advanced. Each part of the Thematic Unit (at each level) is designed in such a manner that it can be completed independently. To ensure that the goals and objectives of the Career Planning Thematic Unit are met, students should do each of the five parts. Even so, you the teacher, in consultation with the student, may exempt the student from certain activities. Hopefully, the activities within the unit are appropriate for most of the Ontario Basic Skills students. The activities have been designed to have students apply skills rather than to teach academic skills that are to be mastered. The latter must be addressed by the Parallel Skills Mastery Units or other materials available in the classroom.

This manual has lists of **Extended Activities** for each part, providing you with suggestions for alternate ideas and activities to enrich the course. Always you may proceed with your own chosen activities to reach the unit objectives. The choice is yours, and your students'. The included **Resource List** of documents and resources can help you further, both professionally and personally.

The objectives of each part of the Career Planning Thematic Unit are outlined as:

Attitude Objectives
Knowledge Objectives
Skill Objectives:
- **Reading**
- **Listening**
- **Writing**
- **Interpersonal Relations**
- **Computation**
- **Problem-Solving**
- **Computer**
- **Hands-On**

The objectives are recorded in detail. Become familiar with them to ensure that student progress is monitored and achievement is recorded.

Each part also includes a list of **Materials Required to Complete the Unit** to help you plan. The Parallel Skills Mastery Units are probably in the classroom now, as well as other texts and supplies.

Finally, the **Notes to the Teacher** can provide more assistance. How you and your students use this Thematic Unit undoubtedly depends on a variety of factors. For example, what will happen if a student says, "I've done Career Planning before!" ? Focus on changes that have occurred since he/she last studied the subject:

Have employment opportunities in the community changed?
Have family responsibilities changed?
Has the student's health status changed?
Have financial needs changed?

Of course, the list continues. However, the objective is to have the students realize that Career Planning does not stop with the completion of a course or unit. Rather, it is part of a continuous process we can use to direct the outcome of our own future.

We can plan our employment and/or educational future. But, we need to be active participants in the process. Teacher, student, group... work together in this Thematic Unit to address the topic of **Career Planning.**

INTRODUCTION TO CAREER PLANNING

INTRODUCTION TO CAREER PLANNING

Activity One - Work Collage
Activity Two - Skill Survey

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An awareness of their own knowledge, experience and opinions in relation to the career planning process
- An appreciation of the need to follow through the range of career planning activities
- A curiosity about their role in the understanding of the career planning process .

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Develop an understanding of the use of brainstorming as a technique to identify and share information
- Begin to develop a common subject-related language and vocabulary base to ensure understanding among group members and for personal use.
- Use a checklist to assess personal career-related skills

SKILL OBJECTIVES:

Students will be given opportunity to develop skill in:

READING

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Lists
- Charts
- Skimming and scanning magazines
- To make decisions

Speaking/Listening/Viewing:

- Interpret picture stories
- Brainstorming for ideas
- Speaking effectively in a group; reporting
- Supporting personal opinion or choice
- Vocabulary development
- Responding to questions

Writing:

- Complete sentences
- Vocabulary development
- Checking responses to listed information
- Charting information

Interpersonal Relations:

- Self-assessment of job search skills and knowledge
- Self-disclosure
- Participating in small groups (2-4)
- Interacting with self, with others
- Developing or practicing self-assertiveness skills to express and support personal opinion or choice
- Developing trust

Computation

- Counting answers to questions listed on a survey
- Spatial arrangement of smaller objects, pictures on a large area or page

Problem Solving

- Reviewing information from completed surveys, for personal assessment
- Collecting and evaluating listed information for personal application
- Interpreting charts for personal application
- Drawing conclusions

Computer

Hands On

- Using writing tools to complete lists, word puzzles, surveys, note-taking exercises

- Arranging a collection of selected pictures, words and or phrases, in art form, to express an idea or feeling
- Using scissors (optional), folding and tearing paper

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual: OBS Integrated Curriculum Career Planning Unit, Intermediate Level**
- **Student Booklets: Section on Introduction to Career Planning, Intermediate Level**
- Writing tools (pens, pencils)
- Paper 18" X 24" (or smaller)
- Tape or glue
- Scissors (optional)
- At least one magazine for each participant
- Flip chart, paper and felt pen (if students work in groups), masking tape
- Additional handouts for survey as outlined in Activity Two, (if needed)
- Additional handouts for practise of employment - related vocabulary (if needed).

NOTES TO THE TEACHER:

The **Introduction to Career Planning** section is developed to have the students solicit information about work and to express their personal interpretation of the meaning of work. To tap into this valuable source of information, you may have the students immediately do Activity One - the collage - and provide the opportunity for group discussion later. Methodologically, you may prefer to reverse this order. In any event, it will be important to focus on the attitude objectives right away. To appreciate the need to follow through the range of career planning activities, students are directed to the chart on page 2 of this section so they will know what to expect in the coming sections. Activities have been designed so that the individual can complete the subject material of each section independently or as a group activity. The degree to which the objectives must be met can be decided in co-operation and consultation with the individual, at this intermediate level.

The Career Planning Unit will engage both learners and teacher in an interesting and valuable process to prepare for the challenges of the modern workplace. Individual and/or class discussion can solicit important information when Activity Two - the skills survey - is completed.

You will notice that this introductory section is very short. At the intermediate level, the student's "readiness" will quickly project him or her into the next section: **Self-Assessment for Employment.**

Extended Activities:

- View and discuss the National Film Board film **Out of a Job** (1-0186-055), 28 min., 44 sec. 1986. Also available on video: Family Crisis, Part 2

- Review reports, documents in local libraries or government offices to clarify and explain such statements as:

  "Our modern economy is driven by a rapidly changing, evolving technology."
  "Changes in technology affect the very nature of the work to be done.

- Use case studies or have students relate personal stories to explain the statement "The modern workplace will need to utilize the best resources of each employee both as a worker and as a human being."

- Discuss the discrepancies in selections displayed on the Work Collages (Activity One) that will lead to self-disclosure and development of group trust.

- Discuss the variety of responses to the Communication Skills survey (Activity Two) that will lead to self-disclosure and development of trust.

- Complete handouts for employment/career-related vocabulary development:
  - -Unscrambling words
  - -Spelling dictation
  - -Matching words with meanings

-Using vocabulary in context
-Dividing words into syllables and accenting the right syllable.

RESOURCES

CAREER PLANNING, University and College Placement Association, 1209 King St. W., Toronto, Ontario M6K 1G2, 1985/86.

Farr, J.M., Gaither R. and Pickrell, R.M., **THE WORK BOOK - GETTING THE JOB YOU WANT**, **Fourth Edition,** Glencoe Publishing Company, a division of MacMillan, Inc. 1987.

PLACE - GUIDED STEPS TO EMPLOYMENT READINESS, Canadian Employment and Immigration Commission and the Canadian Government Publishing Centre, Publ., Ottawa, Ontario, 1984.

SO YOU LEFT SCHOOL, WHAT NOW?, Career Information Services Branch, Alberta Career Development and Employment Office, 201 Sun Bldg., 10363-108 Street., Edmonton, Alberta, T5J 1L8, 1986.

NOTES

PART ONE: SELF-ASSESSMENT FOR EMPLOYMENT

PART ONE: SELF-ASSESSMENT FOR EMPLOYMENT

Activity One:	Skills You Have
Activity Two:	Communication Skills
Activity Three:	Working Conditions and Values
Activity Four:	Values Clarification
Activity Five:	Working Conditions
Activity Six:	Salary Requirements
Activity Seven:	Work Interests
Activity Eight:	Summary
Activity Nine:	The Dream Job

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An appreciation for the need to participate in self-assessment activities and exercises
- An awareness of their own knowledge, experiences and opinions in relation to employment needs and plans
- An appreciation of the knowledge, experiences and opinions of their peers
- A committment to participate in their own employment future

- A curiosity about their employment and education options

- Confidence in their ability to make employment - related decisions.

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Develop an understanding of attitudes, values and interests in relation to employment and to their personal occupational profiles

- Compile data from self-assessment activities to begin to develop their personal employment profiles

- Have an awareness of their personal financial requirements in relation to employment options and choices

SKILLS OBJECTIVES:

Students will be given opportunities to develop skills in:

Reading:

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Interpret bar graphs
- Lists
- Evaluating information for personal use

- Information listed alphabetically
- Diagrams, charts

Speaking/Listening/Viewing:

- Interpreting lists, charts, diagrams
- Brainstorming for ideas
- Answering questions
- Asking questions
- Effective listening skills practice
- Speaking effectively in a group; reporting
- Vocabulary development and practice

Writing:

- Completing sentences
- Listing information
- Vocabulary development
- Completing surveys
- To complete lists
- To summarize information
- Charting information

Interpersonal Relations:

- Participating in small groups
- Interacting with others (one-on-one, etc.)
- Providing and accepting feedback
- Practising independent work behaviours
- Assessing own abilities, knowledge
- Assessing own work interests
- Assessing working conditions for own needs
- Following directions, instructions

- Identifying factors of personal financial importance in relation to employment
- Self-disclosure
- Trust development
- Self-confidence

Computation:

- Add whole numbers
- Complete a bar graph
- Estimate monthly expenses for established criteria
- Add a column of money values
- Complete a personal monthly budget
- Determine a yearly salary needed to pay personal monthly expenses
- Multiply money values by 12

Problem Solving:

- Brainstorming for ideas, information
- Gathering information
- Evaluating listed information for personal application
- Interpreting charts, graphs for personal application
- Drawing conclusions, summarizing

Computer:

- Interpreting information from software assessment programs when appropriate

Hands On:

- Using a calculator to add whole numbers
- Using a calculator to add money values

- Using a calculator to multiply money values by 12
- Using writing tools to complete lists, word puzzles,charts, sentences
- Using the computer to acess software assessment programs and data banks

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual: OBS integrated Curriculum, Career Planning Unit, Intermediate Level**
- **Student Booklets: Part One: Self-Assessment for Employment, Intermediate Level**
- Writing tools (pens, pencils), paper
- Flip chart, paper, felt pens, masking tape
- Additional handouts for Activity Seven, to calculate total monthly expenses, annual expenses, and minimum annual salary requirement
- Additional handouts for employment - related vocabulary practice (if needed)

- **Parallel Skills Mastery Units:**
  - -Adding money values
  - -Multiplying money values by 12
  - -Multiplying money values by 10%
  - -Multiplying money values by 20%
  - -Paragraph writing (topic, main idea, support sentences, concluding sentences)

NOTES TO THE TEACHER:

This section on Self-Assessment for Employment has only eight activities. However, they are packed with a variety of skills that can range from the simple to the complex! How much "in depth" assessment is needed can be determined in consultation and co-operation with the learner. Note that Parallel Skills Mastery Units for both computation and communication may be necesssary. Use your college and community resources to identify useful alternate or complementary assessment tools and activities. Most importantly, students need the opportunity to gain confidence to realize the value of the many skills and interests which they have brought to the classroom. These skills and interests are also important in the world of employment. Selected activities must be viable. Take this opportunity to use your creative skills and teaching experiences to ensure that student interest and motivation are maintained.

This is also the first chance for the student to focus on the financial requirements for his/her employment needs. Will work values and conditions need to be adjusted so that personal financial responsibilities can be met? Will this be long term or short term? Be ready to address the issue or to have professional support backup (e.g. college counsellor) that will.

The student begins to develop a personal profile of information that will be valuable in the job search process. His/her profile will become a necessary document to be used throughout the coming units that will help the student help himself/herself. Make certain that adequate facilities are available to allow organized completion of the personal profile materials.

Knowledge about such topics as "Assessment" and the "Labour Market" will be needed more and more by educators in the OBS program. We recommend that you continue to develop your professional expertise in these areas and others. Assess resources in your libraries and professional associations to achieve your objectives. You will find the **Resource Lists** and **Suggested Readings** in this manual useful.

Extended Activities:

- Search college and community library resources for biographies of known businessmen, politicians, entertainers, authors, artists, etc. Skim and scan the biographies to make notes of the variety of skills each person displayed at their jobs, volunteer activities, hobbies.

- Watch films (like Citizen Kane or Amadeus) to list work skills (good or bad!) that the individuals portrayed in the film. Use group discussion to have students apply the information to their own work profile.

- Using Annie's Story as a model, have students write their own stories to disclose the work skills they've learned in their own day-to-day living.

- For spelling and vocabulary practice, ask students to list all words printed in this unit that end with ___ING. Then write the root word for each. Do they have enough information to compose a popular spelling rule?

- Watch pretaped videos of structured activities to focus on the need for affective speaking and listening skills. Tape the group dynamics of Activity Four for playback. Have students give and receive feedback about their own skill use.

- In relation to career decisions, values identification (and priorization) is important . To ensure this topic is focused upon adequately, you may wish to conduct your own selected Life Skills activities at this time.

- Invite a guest speaker from the college or community to talk about monthly expenses, annual expenses. (finance officers, financial consultants, real estate brokers, treasurers of organization).

- Work can be categorized into five areas (See Activity Eight). Ask groups of students to create "Work Collages" to reflect/display a variety of jobs for each area. The five groups of students should be comprised of those who indicate shared interest in a particular category. Through class discussion, relate this activity to the Work Collage (Activity One) completed in the **Introduction to Career Planning** section of this unit.

- Complete a selected educational and vocational planning survey like:
  The Self Directed Search Form E - For Educational and Vocational Planning,
  (John Holland, Ph. D.) available from the Guidance Centre,- OISE Press,The Ontario Institute for Studies Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6.
  The activity may help students discover ideas about their own future work.

RESOURCES

Holland, John L. Ph. D., **THE SELF DIRECTED SEARCH FORM E - FOR EDUCATIONAL AND VOCATIONAL PLANNING** and **THE JOBS FINDER**, Guidance Center, OISE Press, 252 Bloor Street,West, Toronto, Ontario, M5S 1V6, 1986

JOBS FOR YOUR FUTURE, Vol. 4, No. 1, **BRIDGING THE GAP**, publ.,155 College St., Toronto, Ontario, M5T 1P6, Nov. 1988

OVERCOMING EMPLOYMENT BARRIERS, Guidance Centre, University of Toronto and Canada Employment Immigration Commission, publ., Toronto, Ontario, 1985

THE CANADIAN WORK PREFERENCE INVENTORY, MultiHealth Systems, 95 Thorncliffe Park Drive, Suite 100, Toronto,Ontario, M4H 1L7

YOU'RE AHEAD WITH A GOOD ATTITUDE, Alberta Manpower Education, Career Services Branch, Edmonton, Alberta, 1983

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PART TWO: EMPLOYMENT/EDUCATION INVESTIGATION

PART TWO: EMPLOYMENT/EDUCATION INVESTIGATION

Activity One:	Zeroing in on Job Interests
Activity Two:	Using the Canadian Classification and Dictionary of Occupations
Activity Three:	Choosing Occupations
Activity Four:	Applying Values to Job Choices
Activity Five:	Investigating the Job Market
Activity Six:	Employment Trends
Activity Seven:	Where the Jobs will be
Activity Eight:	Database Information
Activity Nine:	Job Shadowing
Activity Ten:	Reporting Observations
Activity Eleven:	Education Investigation
Activity Twelve:	Apprenticeship Programs

Part A Occupation/Career Plan
Part B Employment Investigation Summary
Part C Education/Training Plan
Self Evaluation

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- A curiosity about their employment/training options
- Confidence in their ability to develop realistic employment/educational goals

- An awareness of their local employment environment and opportunities

- A questionning attitude towards their personal employment options

- An awareness of the accreditation/certification requirements for selected occupations and careers

- A positive attitude towards the need for flexibility and change

- An appreciation for the process to investigate employment/education options

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Research selected careers and related educational requirements

- Determine the employment/educational path that best meets their own needs and requirements

- Structure or revise a plan to achieve their employment goals, and included educational plans when appropriate

- Continue the development of their personal employment profiles

- Compare their personal employment profile to the realistic employment/education options available to them, and make appropriate adjustments

SKILLS OBJECTIVES:

Students will be given opportunities to develop skill in:

Reading:

- To follow directions, instructions
- For information
- Drawing conclusions
- Making inferences
- Verification
- Evaluation
- Investigation
- Skimming/scanning
- Vocabulary development
- Information listed in alphabetical order
- Interpreting information on maps to locate specific towns

Speaking/Listening/Viewing:

- Interpreting lists
- Job-shadowing
- Watching videos, films (if appropriate)
- Vocabulary development
- Answering questions
- Asking questions
- Viewing maps to locate streets, towns, cities. etc.

Writing:

- Complete sentences
- Complete lists
- Vocabulary development
- To complete surveys

- List information
- Summarizing information
- Answering questions
- Writing names, addresses, telephone numbers
- Categorizing information in relation to employment/education plans
- To follow directions, instructions

Interpersonal Relations:

- Participating in small groups
- Interacting with others (one-on-one, etc.), and self
- Providing feedback
- Accepting feedback
- Assessing personal experiences in relation to job tasks
- Identifying personal preferences in relation to the job environment
- Self-disclosure
- Following directions, instructions
- Identifying factors of personal financial importance in relation to employment
- Practising independent work behaviours
- Choosing to take risks

Computation:

- Adding responses (Y's, N's) to items on surveys

Problem Solving:

- Brainstorming for ideas, information
- Evaluating information for personal application
- Interpreting information for personal use

- Identifying options for valid employment/education plan
- Evaluating options and revising if necessary
- Summarizing information in a paragraph, report, or presentation
- Drawing conclusions
- Completing charts, lists, forms, surveys
- Developing an employment profile:
  - Part A: Occupation/Career Plan
  - Part B: Employment Investigation Summary
  - Part C: Education/Training Plan, if appropriate

Computer:

- Applying computer skills to access information about education options (optional)
- Applying computer skills to access information about occupations/career options (optional)
- Deciphering information from a database.

Hands On:

- Library skills
- Work-site skills
- Using telephone book and yellow pages
- Using a classification system to collect information
- Using a map to locate work sites, towns, provinces
- Telephone skills
- Using a calculator
- Using writing tools to complete lists, charts, forms, sentences
- Using the computer to complete research activities

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual: OBS Integrated Curriculum, Career Planning Unit, Intermediate Level**
- **Student Booklets: Part Two - Employment/ Education Investigation, Intermediate Level**
- Writing tools (pens, pencils), paper
- Flip chart, paper and felt pens (if students work in groups), masking tape
- Copy of map of geographic area where student is located (town, city, region) (street map!)
- Copy of map of Ontario
- Copy of map of Canada
- Copy of local telephone book and yellow pages
- Extra copies of forms:
  - **Part A Occupation/Career Plan**
  - **Part B Occupation/Career Plan**
  - **Part C Education/Training Plan**
  - **Job Shadowing Report 1**
  - **Job Shadowing Report 2**
- Practice lessons, handouts for the subject of Penmanship (if required)
- Copies/samples of brochures, ads in reference to education/training programs
- Copies/samples of newspaper inserts in reference to education/training programs
- Copies of **Jobs for Your Future** (CEIC reference)
- Copy of local community college calendar, university calendars, etc.

- Overhead projector (if wanted)

- **Parallel Skills Mastery Units**:
  - -Writing Summaries and Reports
  - -Writing Paragraphs
  - -Critical Reading
  - -Using the Library
  - -Reading the Newspaper
  - -Dictionary Skills
  - -Completing Forms (Penmanship)

NOTES TO THE TEACHER:

This section on Employment/Education Investigation has been designed to ensure that little discrepancy exists between the student's occupation/career plan and the reality of the employment environment which he/she will be joining. Not all information is provided for everyone's complete employment and educational investigation. However, samples and exerts from the CCDO, newspapers, job charts, and other publications are available within the unit. Activities have been designed to give the students a variety of opportunities to collect information and to evaluate the data as it relates to their personal needs or use. Some students may have difficulty finding information in the columns and on the lines of databases. Others may need to take special care to complete forms carefully - penmanship does count! Furthermore, others may need to be flexible, to change their plans.

Your valuable role as an academic and career advisor will be important to ensure that the students' curiosity and sense of adventure are heightened with respect to their personal investigations. Each occupation/career plan that is developed must be realistic and useful. So, your own knowledge of employment patterns or opportunities in Ontario and Canada will be valuable.

Tap into the resources within your department. Utilize the college and community resources and businesses to help you

provide reliable, valuable, up-to-date information. The job market is continually changing so you must work to keep informed.

A review of the activities designed for this section will indicate that the student is being led to apply more independent work behaviours than previously. Some advanced writing and reading skills are expected. Keep checking that the student is being challenged at an appropriate academic level and with the best activities suitable to his/her learning style.

If necessary review topics such as values identification, newspaper skills, reading charts, etc. (Use Parallel Skills Mastery Units). Take the time now!

The student should expect to formalize his/her career plans on three forms, printed at the end of the section. These will become important components of each individual's employment profile. So, Part A: Occupation/Career Plan is designed to help the student outline known information (naming past employers, addresses and telephone numbers) that can be used in the next section - Job Search. Part B: Employment Investigation Summary will record the results of a variety of search activities: job shadowing, listening to guest speakers, review of printed data. Students focus on their personal degree of readiness to enter specific occupations and conduct a job search. Each must rationalize his/her own selected occupation in an objective, informed manner. Since more training to

get the job may be necessary, Part C: Education/Training Plan is designed to provide an outline or guide to follow. Course description, availability, length, start-finish date and cost are clarified to create a valuable plan.

The Self-Evaluation Activity is another step in the process of employment/education investigation. Even so, the student may still be unsure of a career choice. Then, the process must be repeated....as many times as necessary! The decision each student makes is too important to be rushed or left to chance. Taking time to investigate and to decide is vital. As a teacher and advisor, you are a valuable resource person to ensure that each student develops a plan which best meets his/her needs in relation to the job market today.

Extended Activities:

- Search the resource centre files and catalogues to identify appropriate films on a variety of occupations in which students express an interest. Discuss the films with respect to occupation duties, environmental conditions, worker functions etc. as outlined in the CCDO sample provided in this section.

- Students can summarize their work preferences or occupations preferences orally (Activity One). Make certain each speaker has an outline to follow so that the reports will focus on agreed items (e.g. vocational/ educational preparation, duties, work hours/schedule).

- Students can brainstorm lists of occupations that are closest to their interests and backgrounds. Individuals can use the lists to identify and rate those they would like to investigate. Use the flipchart sheets to provide large class displays of the brainstorm sessions.

- Invite the College Placement Officer or an Advisory Board member, etc. to present a talk about job trends (Activity Five). Tape the presentation for future reference or for students who were not in attendance. Ask students to take notes and then apply the information to their own career plan/choice.

- How has the job market changed?
  Design a composite chart that outlines the employment histories of students' grandparents, parents and selves.In a dotted or shaded area, predict the occupations for the students of the class. (Expect discussion, disclosure and dreaming for this activity!)

- Compare and contrast the information on job market trends as written in two or three essays, articles. Use local or college library facilities for up-to-date resources.

- Establish a schedule to invite a variety of speakers from local career centres, programs, departments. Information sessions about courses or programs can be attended by neighboring students from other classes too. Make certain the sessions are announced well in advance to allow adequate management of class time and facilities. This will also ensure attendance of participants.

- Apprenticeship programs may be options for more students because of the special initiatives introduced by the Ontario government. Do a "crash learning session" . Divide students into small groups (2-4). Set them on a treasure hunt to find out how much information can be collected within 72 hours. The groups can then display and report their findings to each other.

- Set up a resource file or centre to display and keep the information collected by students. This can be shared with future course participants and updated periodically

RESOURCES

Anisef, Paul and Barchmann, Etta, **WHAT JOBS PAY, THE COMPLETE GUIDE TO CAREERS AND SALARIES IN CANADA**, Hurting Press, Edmonton, Alberta, 1984

Bolles Richard N, **WHAT COLOUR IS YOUR PARACHUTE? A PRACTICAL MANUAL FOR JOB HUNTERS AND CAREER CHANGES**, Ten Speed Press,Berkley, California, 1990

JOB SEARCH and **CAREER SELECTOR** Ontario Women's Directorate, 4th floor, Mowat Block, 900 Bay Street, Toronto, Ontario, M7A 1L2, Sept. 1985

Lanthrop, Richard, **Who's Hiring Who?**, Ten Speed Press Berkley, California: 1977

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PART THREE: JOB SEARCH

PART THREE: JOB SEARCH

Activity One:	Starting Your Job Search
Activity Two:	Responding to Want Ads
Activity Three:	Duties and Skills
Activity Four:	The Hidden Job Market
Activity Five:	Successful Job Finding Methods
Activity Six:	Summary Activities
Activity Seven:	Self-Evaluation
Activity Eight:	Lists of Contacts
Activity Nine:	Agency Contacts
Activity Ten:	Private Employers
Activity Eleven:	Telephone Script Flow Chart
Activity Twelve:	Telephone Script
Activity Thirteen:	Knowing your Rights
Activity Fourteen:	Difficult Tasks
Activity Fifteen:	The Application Form
Activity Sixteen:	Self-Evaluation
Activity Seventeen:	Covering Letters
Activity Eighteen:	Critiquing the Covering Letter
Activity Nineteen:	Writing the Covering Letter
Activity Twenty:	A Good Resume
Activity Twenty-one:	Resume Quiz
Activity Twenty-two:	Preparing to Write Your Resume
Activity Twenty-three:	Your Resume
Activity Twenty-four:	Self-Evaluation
Activity Twenty-five:	Good Behaviours
Activity Twenty-six:	A Good Impression
Activity Twenty-seven:	Frequent Questions
Activity Twenty-eight:	Interview Practices
Activity Twenty-nine:	Follow-up

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An appreciation for the use of appropriate job search skills
- An awareness of the need to participate and experience job search strategies
- An awareness of employment opportunities that correlate to labour market trends and needs
- A self-image that reflects confidence, competence and initiative in relation to job search
- A committment toward their individual Occupation/Career Plan and Education/Training Plan if appropriate.

KNOWLEDGE OBJECTIVES:

Students will be expected to:

- Understand and conduct effective and appropriate job search strategies
- Plan and prepare for a job search as it relates to their individual Occupation/Career Plan
- Project a positive, confident self-image in relation to job search

SKILLS OBJECTIVES:

Students will be given opportunities to develop skill in:

Reading:

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Lists, indexes
- Forms
- Want ads, Classified ads
- Locating information
- Abbreviations
- To evaluate own performance
- To categorize information
- Alphabetically ordered information.

Speaking/Listening/Viewing:

- Brainstorming for ideas
- Answering questions
- Asking questions
- Effective listening skills practice
- Speaking effectively in a group; reporting
- Effective telephone techniques, skills
- Critical viewing (films, videos, role plays)
- Role-playing (optional)
- Effective interview techniques, skills
- Using maps, graphs, charts
- Vocabulary development

Writing:

- To complete lists
- To list information
- To complete sentences
- Voçabulary development
- Penmanship - print, script
- Write names, addresses, telephone numbers
- Abbreviations
- Answer questions
- Complete charts
- Categorizing information
- To develop a questionnaire
- Notetaking, record-keeping
- Summary paragraph
- Telephone script
- To complete application forms
- Resumes: chronological and functional
- To evaluate own performance

Interpersonal Relations:

- Participating in small groups
- Interacting with others (one-on-one, etc.)
- Providing feedback
- Accepting feedback
- Evaluating performance
- Following directions
- Identifying and practising appropriate job search/employment skills and behaviours
- Self-disclosure
- Self-confidence
- Trust development
- Choosing to take risks

- Practising independent work behaviours
- Dealing with rejection
- Dealing with success

Computation:

- Interpreting information from a bar graph
- Reading percentages
- Identifying proper use of margins and layout for resume writing
- Identifying proper spatial arrangement for letter writing
- Using maps, directories

Problem Solving:

- Brainstorming for ideas, information
- Evaluating information for personal application
- Interpreting information on forms
- Identifying options and solutions for effective job search
- Evaluating solutions and revising if necessary
- Drawing conclusions
- Stating the problem
- Collecting information, resources
- Monitoring information and results

Computer:

- Applying computer awareness skills to input resume and revise if necessary
- Applying computer awareness skills to write letters, to record activities, paragraph writing

Hands-On:

- Using writing tools to complete lists, charts, forms, sentences
- Using the computer to write resume (optional)
- Using video equipment to video-tape interview role-play session
- Using film equipment to view chosen films (extended activity)
- Using maps to locate streets, towns, cities, etc.
- Using telephone book and directories
- Using the telephone

MATERIALS REQUIRED FOR THE CLASSROOM:

- **Teacher's Manual: OBS Integrated Curriculum, Career Planning Unit, Intermediate Level**
- **Student Booklets: Part Three - Job Search, Intermediate Level**
- Writing tools (pens, pencils), paper
- Flip chart, paper and felt pens (if students work in group), masking tape
- Copy of local or community newspaper
- Sample copies of "Application for Employment" forms
- Copy of local telephone book and yellow pages
- Access to the telephone
- Copy of map of geographic area where student is located (town, city, region) (street map!)
- Video equipment to tape interview practices (if desired), and video tapes
- Overhead projector (optional)

- **Parallel Skills Mastery Units**:
  - -Completing Forms
  - -Punctuation
  - -Resume Writing (Chronological, Functional)
  - -Telephone Techniques
  - -Letter Writing
  - -Know Your Rights (optional)
  - -Paragraph Writing
  - -Notetaking
  - -Bar Graphs and Percentage

NOTES TO THE TEACHER

Probably both you and the students are only too happy to have reached this stage of the career planning process! Throughout this section on **Job Search**, much opportunity is provided to **teach**, to **learn** and to **practise**. The student will be rewarded for putting skills into practice when they succeed in securing employment.

Your own personal resource file may be quite full. (But, keep adding to it!) . Consequently you may be able to access additional teaching materials and activities in reference to **Job Search**. Great! Colleagues, team members, college, agencies and community can help too. This section of the career planning process is lengthy but very important. The students' level of motivation needs to be maintained. Access to a variety of resources and materials can be particularly beneficial to students with different learning styles. Be aware of this when selecting the best activities to meet individual or group expectations and needs.

The job search action plan begins with activities that have students realize people (contacts) are the best source to finding a job opening . Newspaper ads or Want Ads will identify the skills and duties demanded by the employer. Since students must identify their own skills, refer each to the results of their own self-assessments as completed in Part One: Self-Assessment, of this Career

Planning Unit. Draw attention to the correlation between the student's skills and the skills posted in the Want Ads. Perhaps more training or education is needed. In this case, refer to activities in Part Two: Employment/Education Investigation, to identify the best plan to follow next.

Be prepared to teach the skills of completing application forms, making telephone contacts, writing covering letters and resumes, interview behaviours. Practice makes perfect so this is the time to set up the video equipment, the feedback exercises, the tape recorders. Skills will improve each time they are put to the test. To ensure and build student/class confidence, use all the creativity and expertise you can draw upon as an educator. This is your chance to provide options and opportunities so that the students will develop the skills to survive independently during the REAL job interview. (Actual interviews make perfect practice!) A "No" response from one interviewer could become a "Yes" response from the next one. Be ready to provide encouragement and advise to the risk takers. The important skills they are using can be applied to situations throughout life!

Don't skim over the next phase after the interview - evaluating performance. Encourage students to take notes about what happened. Objective assessment of performance can lead to self-improvement.

Finally, the job search process will focus on follow-up procedures: keeping in touch with employers, dealing with job offers, closing the job search campaign. The chosen activity or method must suit the student's ability and the demand of the situation.

Take this opportunity to review the interdependence of the related parts: self-assessment, investigation and job search. This will help to introduce and direct everyone to the next topic: Employment Retention.

Extended Activities:

- Send students on a community hunt to collect as many varieties of application forms as they can, within a set time. (Collect two copies of each if possible and put one in your "Application Forms" file for future reference). As a group, compare the diversity of the styles. Note that although the wording and spacing varies, the forms solicit similar information Concise, accurate answers must be known before they are written. (**Refer to Part A: Occupation Career Plan**, from the previous section of this unit, which can be helpful to the student).

- Making telephone contacts is difficult for most people. Smart employers are always interested and willing to meet people with skills the employers need to run their businesses or organizations. You will hear the word "No" more than "Yes", since it takes about ten to fifteen calls to get one one interview. Keep dialing! Make ten phone calls an hour. At that rate you can often get two interviews in just a few hours. Do this every day; you could have ten interviews a week (forty a month). If you get this many interviews, you will find employment very quickly

- Different studies have shown that most employees have three major expectations:

  Appearance: Do you look the right person for the job?

  Dependability: Can you be counted on to do the job?

  Skills: What can you do?

  In groups or individually, have students express their response to these statements to evaluate their own standing with relation to successfully meeting their primary employment objectives.

  Resource: Farr, J.M., Gaither R. and Pickrell R.M., The Work Book - Getting the Job You Want, Fourth Edition, Glencoe Publishing Company, a division of MacMillan, Inc. 1987,
  ISBN 0-02-668450-0

- Resumes must accurately reflect your background, skills, and potential. "Proof by example" is a phrase to remember since the major purpose of the resume is to convince the employer to give you an interview:

  a) Write two statements about your interests and hobbies. Explain how each connects to your employment objective.

  b) Think of two successes or achievements that might indicate how you are better qualified than other candidates. Explain how each connects to the employer's expectations.

c) List ten of your skills (transferrable and self-management) that match well with the type of skills needed for the type of employment you've selected. Be prepared to give examples of specific situations when you have demonstrated that skill! Explain how each skill connnects with the employment you want. Use this information to organize and develop your own resume.

- In a large group (up to 20) discuss the interview process itself. Focus on preparing for the interview, participating in the interview and evaluating the interview. Provide (four) sample interview questions. The group members can brainstorm to determine points to consider when preparing their own answers. Ask the individuals to write their respective answers and hand in the assignment two days later.

Resource: PLACE - Guided Steps to Employment Readiness, Sourcebook on the World of Work, Part C, Getting the Job, Minister of Supply and Services Canada 1984, ISBN 0-7713-0157-X, Government catalogue number MP-122/3-1984E.

- Role-playing is a popular activity for any "job search" class. Use this technique to have students practise interview skills and telephone skills so that they can prepare for the step of the process. If time permits (and equipment), video tape the sessions for further evaluation of skills.

RESOURCES

A GUIDE TO SCREENING AND SELECTION IN EMPLOYMENT, the Canadian Human Rights Commission, Minister of Supply and Services, Ottawa, Ontario, 1985

Bolles, Richard N., **WHAT COLOUR IS YOUR PARACHUTE? A PRACTICAL MANUAL FOR JOB HUNTERS AND CAREER CHANGES**, Ten Speed Press, Berkley, California, 1990

CREATIVE JOB SEARCH TECHNIQUES ARE! Employment and Immigration Canada, Minister of Supply and Services Canada, Ottawa, Ontario, 1982

Medley, Anthony H., **SWEATY PALMS: THE NEGLECTED ART OF BEING INTERVIEWED**, Ten Speed Press, Berkley, California, 1984

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PART FOUR: EMPLOYMENT RETENTION

PART FOUR: EMPLOYMENT RETENTION

Activity One:	Starting Out Right
Activity Two:	Recognizing Positive Personal Traits
Activity Three:	Working Together
Activity Four:	Personal Workplace Skills
Activity Five:	Employment Situations
Activity Six:	Problem Solving Practice
Activity Seven:	Managing Your Time
Activity Eight:	Scheduling Your Time

ATTITUDES OBJECTIVES:

Students will be encouraged to develop:

- An awareness of the need for flexibility and adaptability in the employment market of today
- An appreciation for the benefits of co-operation and inter-personal relations in the workplace
- An awareness of the attitudes, skills and behaviours which are required for the maintenance and upgrading of employment

KNOWLEDGE OBJECTIVES

Students will be expected to:

- Identify factors that affect the individual's satisfaction with a particular job
- Identify the characteristics and behaviours expected of a successful employee
- Have the necessary knowledge to be able to interact successfully in a selected work environment

SKILL OBJECTIVES:

Students will be given opportunity to develop skill in:

Reading:

- To follow directions, instructions
- For information
- Drawing conclusions
- Vocabulary development
- Lists
- To evaluate information
- Case studies
- Charts, forms
- To make decisions, to solve problems

Speaking/Listening/Viewing:

- Brainstorming for ideas
- Speaking effectively in a group, reporting
- Supporting personal opinion
- Vocabulary development
- Answering questions to support and explain chosen solutions to problems and to identify skills valued by employers

Writing:

- Vocabulary development
- Checking responses to listed information
- Sentences
- Short paragraphs
- Lists
- To support chosen solutions to problems
- Answering questions

Interpersonal Relations:

- Assessing and rating work-related behaviours and characteristics of others
- Supporting personal opinion in matters that relate to employment
- Rating one's own work-related behaviours and characteristics
- Participating in small groups
- Interacting with others (one-on-one), etc.)
- Providing feedback
- Accepting feedback
- Self-disclosure
- Trust development
- Self-confidence

- Risk-taking
- Practising independent work behaviours
- Participating in role play situations
- Evaluating and assessing results
- Practising independent work behaviours

Computation:

Problem Solving:

- Drawing conclusions; making decisions
- Given a variety of work-related problems, to select one of several provided solutions
- Applying appropriate knowledge of the employment environment to support and explain the choice of solution to a given problem
- Applying learned or acquired knowledge to solve work-related problems
- Interpreting charts and forms for personal application and use
- Evaluating the results of the problem solving activity

Computer:

- Applying computer awareness skills to acquire appropriate and related information (optional)

Hands On:

- Using writing tools to complete lists, charts, forms, sentences
- Using charts to identify desirable work-related personality traits and behaviours

- Using forms (rating sheet) to assess employment performance
- Using video equipment, recording equipment (optional)

MATERIALS REQUIRED TO COMPLETE THIS UNIT:

- **Teacher's Manual: OBS Integrated Curriculum Career Planning Unit, Intermediate Level**
- **Student Booklets: Part Four - Employment Retention, Intermediate Level**
- Writing tools (pens, pencils), paper
- Flip chart, paper and felt pen (if students work in groups), masking tape
- If desired, poster-size lists of proven employment skills, characteristics and behaviours valued by employers
- Cassette player, microphone and tape (optional)
- Video equipment and tapes (optional)
- Additional copies of the Employee Rating Sheet

- **Parallel Skills Mastery Units:**
  - -Paragraph Writing
  - -Essay Writing (extended activity)
  - -Critical Reading
  - -Notetaking

NOTES TO THE TEACHER

Those factors that affected the student's job choice are now applied to employment maintenance: interests, values, skills and abilities, goals, obstacles (e.g. finance), opportunities and benefits, temperament or behaviour. This whole section is devoted to having the student be aware that interpersonal skills, communication skills and the need for adaptability and flexibility are components to maintain employment.

Most students have their own work-related stories to tell. They can relate (usually recent) problem situations which they have experienced. So, use these and others (case studies?) to apply appropriate problem-solving strategies. Decision-making, co-operation and initiative are highly employable skills and characteristics. Consequently, this section provides the students with opportunities to apply and practise their knowledge.

Having completed **Part One: Self-Assessment** and **Part Two: Employment/Education Investigation** and **Part Three: Job Search**, students have been able to develop the confidence to take risks, to work as team members, to make decisions and to evaluate the results. These and other skills or traits are necessary factors to maintain employment and to ensure successful job maintenance. Furthermore, completed activities from the section on

Education Investigation (Part Two) will provide helpful organizational skills to identify or select programs and learning institutions, for the future.

Remind the students to stow away all the materials within the personal employment file (e.g. job search forms, Occupation/Career Plan forms, resumes, etc). This will ensure that they have valuable resource materials available when needed later. (Most likely many will change employment within five years).

Finally, you also need to keep informed about on the job market trends. Set up your own resource file to include articles, surveys, studies about your community, the province, Canada and the world. Evaluate the degree of your success in reference to your own employment maintenance.

Extended Activities:

- Imagine that you are an employer. Use the lists of personal traits and on-the-job behaviours that employers value. (They are outlined in this section). Create a story about the perfect employee who works alongside the worst employee in your company. What happens? How is the problem solved? Record your story on paper, cassette tape or video tape.

- Have the group generate work-related problem situations either real or imagined. Identify options and select an appropriate solution to solve each issue. If time permits, role play the situation or write skits so that others may enact the drama.

- Use the "experiential writing" method to generate case studies. Focus on the topics of job performance, relationships with people, and attitude on the job to give life to your characters. Use the finished case studies to rate employee performance.

- What is your opinion? Are communication skills becoming increasingly vital within the workforce? Is teamwork replacing individual work? Is the workforce pool shrinking? In essay format, present your own opinion about the current job market. Be certain to include adequate support details. (You may wish to research the topic before you write).

- Employee skills and abilities are factors that affect job choice and also employment retention. Organize your own skill development goals by outlining a five-year educational plan for yourself.

- Giving and receiving feedback and criticism are important workplace-related skills with which most people have difficulty. Review newspapers, tabloids, brochures, etc. to list 5 courses, workshops or seminars that are offered within your community in reference to your own skill acquisition.

NOTES

PART FIVE: FINANCIAL AND LEGAL CONSIDERATIONS

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Activity One:	Estimating Costs
Activity Two:	Calculating Total Resources
Activity Three:	Determining Expenses
Activity Four:	Financial Considerations
Activity Five:	Brainstorming options
Activity Six:	The Sample Pay Stub
Activity Seven:	Salary Calculations
Activity Eight:	Financial Benefits
Activity Nine:	Collecting Information
Activity Ten:	Legal Obligation
Activity Eleven:	Do You Know Your Rights?
Activity Twelve:	Human Rights Issues
Activity Thirteen:	Discrimination
Activity Fourteen:	Harassment
Activity Fifteen:	Legal Considerations
Conclusion	

ATTITUDES OBJECTIVES:

STUDENTS WILL BE ENCOURAGED TO DEVELOP:

- An appreciation of the financial aspects of employment

- An appreciation of the legal aspects of employment

- An understanding of legislation and individual rights and responsibilities as they relate to the work environment

KNOWLEDGE OBJECTIVES:

STUDENTS WILL BE EXPECTED TO:

- Know about some financial considerations that relate to employment

- Know about some legal considerations in relation to employment

- Know about some legal rights and responsibilities of both employee and employer

- Be aware of legislations which affect the employee and employer in the work environment

- Apply appropriate problem-solving techniques and strategies to make informed decisions in relation to the work environment

SKILL OBJECTIVES:

Students will be given opportunity to develop skill in:

READING:

- For information
- Vocabulary development
- To follow directions, instructions
- Problems in mathematics
- Lists, charts, diagrams, pay stubs
- Numbers and money values
- Abbreviations

- Pay stubs, charts, diagrams
- Abbreviations
- Articles from newspapers, magazines, etc.
- A section of the **Human Rights Code**
- Addresses, telephone numbers
- Case stories

SPEAKING/LISTENING/VIEWING:

- Effective listening techniques and behaviours
- Effective telephone techniques and skills
- Asking questions
- Vocabulary development
- Expressing gratitude to an individual or group
- Addresses, telephone numbers, lists
- Sections of legal documents (**Human Rights Code**)
- Pay stubs, charts, diagrams
- Making appointments with people to get specific information relevant to personal need
- Arranging guest speaker meetings
- Introducing people and self to a group or individual
- Preparing and giving short oral presentations

Writing:

- Money values
- Complete sentences
- Vocabulary development
- Lists
- Phrases, parts of sentences
- Names, addresses, telephone numbers
- Times, dates
- Questions
- Answers

- Notes, note-taking
- Short paragraphs (25-100 words)
- Completing charts, lists
- Letters

INTERPERSONAL RELATIONS:

- Supporting personal opinion in matters that relate to employment
- Rating the value of financial benefits with respect to employment
- Participating in small groups
- Interacting with others (one-on-one, etc.)
- Providing feedback
- Accepting feedback
- Self-disclosure
- Trust development
- Self-confidence
- Evaluating the importance of financial benefits of employment to personal needs
- Making appointments with people (time scheduling and management)
- Arranging for guest speakers to address the group
- Expressing welcome/gratitudeto an individual or group
- Risk-taking

COMPUTATION:

- Interpreting chart (pay stub) for importance of specific information (e.g. abbreviations, money values)
- Locating information recorded on a pay stub or chart
- Reading and writing money values
- Vocabulary development (commercial, business)
- Multiplying whole numbers by 5, 40

- Adding and subtracting money values
- Selecting one of four mathematical operations (add, subtract, multiply, divide) to solve word problems
- Dividing a money value by 52
- Calculating time-and-a-half pay
- Multiplying money values by 44
- Multiplying a money value by 40
- Calculating overtime paid at "time and a half"

Problem Solving:

- Interpreting charts for personal application and use
- Drawing conclusions, making decisions
- Applying learned or acquired knowledge to solve work-related problems (financial and legal)
- Analyzing the information in a word problem to calculate solutions
- Determining the appropriate mathematical operation (add, subtract, multiply, divide) to solve word problems
- Applying appropriate knowledge of the employment environment to support and explain legal and financial considerations of employment
- Choosing to take risks
- Practising independent work behaviours
- Collecting information

COMPUTER:

- Interpreting information for personal use and application

HANDS ON:

- Using writing tools to complete lists, charts, forms, sentences, word problems
- Using charts, pay stubs to locate financial information

- Using the telephone book and directory
- Using the telephone
- Using legal documents (e.g. **Human Rights Code**)
- Using library skills to access resources
- Using the computer to access information

MATERIALS REQUIRED TO COMPLETE THIS UNIT:

- **Teacher's Manual: OBS Integrated Curriculum Career Planning Unit, Intermediate Level**
- **Student Booklets: Part Five: Financial and Legal Considerations, Intermediate Level**
- Writing tools (pens, pencils, paper)
- Flip chart, paper and felt pen (if students work in groups), masking tape.
- Copies of additional pay stubs
- Poster-sized samples of the pay stubs printed in the unit or overhead transparencies (optional)
- Overhead projector (optional)
- Samples copies of booklets published by the Human Rights Commission, Minister of Supply and Services, 1986, Cat. No. HR 32-1/9-1986
- A copy of the Human Rights Commission Publication Catalogue, available from the Canadian Human Rights Commission, Ottawa, Ontario

- **Parallel Skills Mastery Units:**
  - -Library skills
  - -Writing sentences
  - -Whole numbers: Add, Subtract, Multiply, Divide
  - -Fractions: Multiplying (time and a half)
  - -Percentage

NOTES TO THE TEACHER

This section has been separated into two parts: **Financial Considerations** and **Legal Considerations**. Mathematical skills, language and calculation are evident in the first part on Financial Considerations. Salary, benefits, pay....note how these topics relate to the information disclosed by the student in the section on **Self-Assessment for Employment**. Students can determine for themselves how benefits contribute to saving money (e.g. pensions) and to job satisfaction. Furthermore, the community is brought into the debate since financial experts are invited to speak to the group. Job satisfaction will have different interpretation for different people Consequenty, the student is expected to learn the skills to make his or her own valid decisions about different job situations.

Being able to calculate raises and overtime should result in fewer surprises for the worker! In the first section on **Self-Assessment for Employment**, the student calculated the least he/she needed as salary. Hopefully there will not be a wide discrepancy between the calculation and the net pay item on the pay stub.

Perhaps the Parallel Skill Mastery Units will be important resources to teach the skill of calculating percentages. Or, you may

wish to do some stand-up-teaching for this item. Most importantly, students should be able to list or identify financial benefits in relation to employment, to evaluate their personal level of job satisfaction.

Notice how the skill of problem-solving continually surfaces and how the student is expected to apply this skill appropriately and effectively. Also communication skills, negotiation skills and independent work behaviours are applied to understand and appreciate legal and financial considerations in reference to employment (e.g. discrimination, negligence on the job).

A variety of information is provided within the **Legal Considerations** section to tell the student how and where to access more knowledge. The acquisition will probably be continuous throughout the individual's career. May as well begin now! (This section can also be expanded through the use of video, film, drama, role-play.)

The individual on the job can exercise his/her legal rights, but can also choose not to! Be ready for this. It is a good opportunity to talk about dealing with consequences. Major areas of concern will probably include working conditions, safety in the workplace, minimum wage, firing and lay off, maternity leave and vacation pay. So, get a copy of the labour legislation applicable to your region, since it is mostly a provincial responsibility.

Finally, the student is provided with the opportunity to pause and review all that has been accomplished in the total Career Planning Unit. We hope that the student has a complete plan of action for his/her personal job search and employment retention. We also hope that the plan will be maintained.

Extended Activities:

- Students can create additional word problems to practise some mathematical skills to calculate raises, overtime pay, bonuses.

- Have students work independently or in small groups (2-4) to research items on which discrimination is forbidden by the Canadian Human Rights Act.

- In reference to employment, students can do a compare/ contrast paragraph about discrimination on the job versus harassment on the job.

- Write case studies to create your own problem-solving activity in reference to the topic of employment retention.

- Make your own video! Dramatize an event (job harassment, job discrimination, lay off) that has been experienced by you or an acquaintance.

- Arrange fillm showings of movies about employment rights (Invite other classes). Write movie reviews of your choices.
  e.g. **A Right to Refuse**? National Film Board 1-0181-066 (13 min., 30 sec.) 1981

RESOURCES

DISCRIMINATION BASED ON FAMILY STATUS AND MARITAL STATUS IS AGAINST THE LAW, the Canadian Human Rights Commission, Minister of Supply and Services, Ottawa, Ontario, 1986

Drache, Arthur, **DOLLARS AND SENSE**, Grosvenor House Press Inc., Toronto and Montreal, 1987

HUMAN RIGHTS COMMISSION PUBLICATION CATALOGUE, Canadian Human Rights Commission, Ottawa, Ontario, 1990

Human Rights Directorate, **IT'S YOUR RIGHT**! (Teachers Guide and Student's Manual for Adult Basic Education), Department of the Secretary of State of Canada, Ottawa, Ontario, 1989

TEACHING TAXES, Student's Workbook, Revenue Canada Taxation, Ottawa, Ontario, 1989

WHAT IS HARASSMENT? the Canadian Human Rights Commission, Minister of Supply and Services, Ottawa, Ontario, 1986

YOUR COMPLAINT, the Canadian Human Rights Commission, Minister of Supply and Services, Ottawa, Ontario, 1984

SUGGESTED READINGS

Canadian Business Task Force on Literacy, **MEASURING THE COSTS OF ILLITERACY IN CANADA**, Toronto, Ontario, 1988

CANADIAN JOBS STRATEGY. Employment and Immigration Canada, Ottawa, Ontario, 1989

Carol Brooks and Susan Booth **ADULT LEARNING STRATEGIES**, The Ontario Ministry of Skills Development, August, 1988

Professional Teacher Education Module Series. Module C.8 of Category C - **DIRECT STUDENTS IN APPLYING PROBLEM-SOLVING TECHNIQUES**, The National Centre for Research in Vocational Education, Ohio State University, 1983

Shields, B., Embree, R., Taylor, M. and Wallace, L, **OCCUPATIONAL LITERACY ONTARIO**, Ministry of Skills Development, Toronto, Ontario, 1988

Suzanne Arnedt, Lynne Wallace, Rose Grotsky, and CatherineTekamy, **A COMPILATION OF RESOURCES FOR ONTARIO BASIC SKILLS**, Ministry of Skills Development October 1988

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